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ABSTRACT

Designed to meet the need of trainable mentally retarded persons for recreation skill training and for opportunities to experience leisure/social skill development in a community setting, the packet provides task analysis information on 114 activities. Information is provided on behavioral objectives, basic skills required, materials and procedures, task steps, teaching hints or game variation, and a grid sheet of analyzed steps for each skill. Activities are classified according to the following seven types (sample activities in parentheses): ball activity (volleyball and ball tag); active games (pin the tail on the donkey, ping pong, and tossing games); music; card games (solitaire); skill activity (pick up sticks and ball rolling); table games (silly sandwitch, checkers, and tic tac toe); and active circle games (ring around the rosie). (CL)

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LEISURE ACTIVITIES FOR RETARDED CHILDREN

A Task Analysis Approach

EC114767

**INTEGRATING
TRAINABLE MENTALLY RETARDED CHILDREN
THROUGH COMMUNITY EDUCATION
ESEA TITLE IV, PART C**

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This publication of leisure activities is an outgrowth of the Title IV-C S.E.A. Grant,"Integrating Trainable Mentally Retarded Children Through Community Education." The project was designed to meet the need retarded persons have for recreation skill training and for opportunities to experience leisure/social skill development in a community setting.

The task analysis approach has proven to be very effective in working with retarded persons. It provides small sequential steps towards learning the task, thus increasing the likelihood of mastering the skill.

Although constructive use of leisure time has been cited as a major need for retarded persons, few, if any, task analyzed recreational activities have been published to facilitate the skill acquisition process. The format for these activities has been created to assist the game leader. Each of the one hundred fourteen activities has an information sheet(including: a behavioral objective, basic skills required for the activity, materials and procedures for the activity, the task steps and teaching hints or game variations,)and a grid sheet of the analyzed steps with spaces for the learners' names. The task analysis format provides a means to measure initial skills, continuous learning, and final success for each youngster or a group of youngsters on each activity. The grids may be reproduced for an individual classes' re-use. As recreation leaders and physical educators work with retarded persons or begin to integrate them into community recreational activities, task analysis becomes a valuable tool.

Another feature of this packet is the enclosed chart which lists the hundred and fourteen activities in alphabetical order. It classifies the activities by type into one of the following categories: Ball Activity, Active Game, Music Activity, Card Game, Skill Activity, Table Game or Active Circle Game. The chart also indicates the activities which the project staff found most successful with the three levels of trainable students served by the project. The program levels reflect the type of community placement, (Level I low community interaction, Level III high integration) and the functioning level of the students.

Level I

Environment: Self-contained situation away from continuous daily community contact but having occasional, intermittent community contact for events or modeling potential.

Population: Individuals having minimal developmental skills and/or exhibiting extreme behavioral problems.

Level II

Environment: Exposure at a community site but not necessarily involvement in community programs. The program includes ongoing (but not continuous) contacts for events and modeling potential.

Population: Individuals who have mastered the primary developmental behaviors necessary for community activities, but who exhibit few minimal disruptive behaviors and none of the critical disruptive behaviors.

Level III

Environment: Continuous involvement in community programs through integration into community recreation areas and ongoing programs.

Population: Individuals who have mastered all the required developmental skill and show no consistent, extreme behavioral problems.

These activities are only a few of the many recreational activities that retarded persons can master. This packet is a guide to a structured system of leisure skill instruction which you may add to. If you have further questions feel free to direct them to the project office.

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ACTIVITY CLASSIFICATION

								Student Level		
Activity	Ball Activity	Active Game	Music Activity	Card Game	Skill Activity	Table Game	Active Circle Game	Level I	Level II	Level III
Around the Clock Solitare				X		X			X	X
Badminton		X			X				X	X
Bas-ket						X			X	X
Basketball Around the World	X	X			X				X	X
Basketball Chest Shot	X				X				X	X
Basketball Horse	X	X			X				X	X
Basketball Lay Up Shot	X				X				X	X
Bingo						X			X	X
Blockhead						X			X	X
Bombardment	X	X							X	X
Boob Tube Game						X		X	X	X
Booby Trap						X			X	X

ACTIVITY CLASSIFICATION

Activity	Ball Activity	Active Game	Music Activity	Card Game	Skill Activity	Table Game	Active Circle Game	Student Level		
								Level I	Level II	Level III
Bowling - Four Step Without a Ball					X				X	
Bowling - Gripping the Ball	X				X			X	X	
Bowling - Regular Four Step	X	X							X	X
Bowling - Standing	X	X			X			X	X	
Box Hockey						X			X	X
Bus Riding					X					X
Candyland Game						X			X	
Cards: Concentration				X					X	X
Cards: Crazy Eight				X					X	X
Cards: Fish				X					X	X
Cards: Old Maid				X					X	X
Cards: Slap Jack				X					X	X

ACTIVITY CLASSIFICATION

Activity	Ball Activity	Active Game	Music Activity	Card Game	Skill Activity	Table Game	Active Circle Game	Student Level		
								Level I	Level II	Level III
Cards: Snap				X					X	X
Cards: War				X					X	X
Catching a Playground Ball	X				X			X	X	
Checkers						X			X	X
Chutes and Ladders						X			X	X
Coloring Sequence					X			X	X	
Come-A-Long		X						X	X	
Cootie Game						X		X	X	
Cutting with a Scissors					X			X		
Did You Ever See A Lassie			X				X	X	X	
Dodgeball - Circle	X	X					X		X	X
Dodgeball - Scatter	X	X							X	X

ACTIVITY CLASSIFICATION

ACTIVITY	Ball Activity	Active Game	Music Activity	Card Game	Skill Activity	Table Game	Active Circle Game	Student Level		
								Level I	Level II	Level III
Don't Break the Ice						X			X	X
Don't Spill the Beans						X			X	X
Down the Drain						X			X	X
Drop Dead						X				X
Drop in the Bucket						X			X	X
Drop the Bean Bag							X	X	X	
Duck Duck Goose							X	X	X	
Farmer in the Dell			X				X	X	X	
Finders Keepers						X			X	X
Four Square	X	X							X	X
Four Square Modified	X	X							X	
Freeze		X						X	X	

ACTIVITY CLASSIFICATION

Activity	Ball Activity	Active Game	Music Activity	Card Game	Skill Activity	Table Game	Active Circle Game	Student Level Level I	Level II	Level III
Frisbee Throw		X			X				X	X
Gnip Gnop Game						X			X	X
Gravitation					X	X			X	X
Halt Ball	X	X							X	X
Hands Down						X			X	X
Happy Days Solitare				X		X			X	X
Hide the Object		X						X	X	
Hi Ho Cherry-O						X			X	
Hokey Pokey			X				X	X	X	X
Honey Bee Tree Game						X			X	
Hopscotch #1		X			X				X	X
Hopscotch #2		X			X				X	X

	ACTIVITY CLASSIFICATION							Student Level		
Activity	Ball Activity	Active Game	Music Activity	Card Game	Skill Activity	Table Game	Active Circle Game	Level I	Level II	Level III
Nok Hockey						X			X	X
Numbers Up						X			X	X
Operation Game						X			X	X
Pasting Sequence					X			X	X	
Perfection Game						X			X	X
Pick Up Sticks					X	X			X	X
Pin the Tail on Donkey		X						X	X	
Ping Pong		X			X				X	X
Potato Race		X						X	X	
Raggedy Ann Game						X			X	X
Red Rover		X							X	X
Relay - Balloon		X						X	X	
Ring Around the Rosie							X	X		

ACTIVITY CLASSIFICATION

Activity	Ball Activity	Active Game	Music Activity	Card Game	Skill Activity	Table Game	Active Circle Game	Student Level		
								Level I	Level II	Level III
Rolling A Ball (Seated)					X			X		
Run Mousie Run						X		X	X	
Run Rabbit Run		X						X	X	X
Shark Bite						X			X	X
Silly Sandwich						X			X	X
Simon Says		X							X	X
Snoopy Card Game				X		X			X	X
Squirrels in the Trees		X							X	
Stadium Checkers						X				X
Stay Alive						X			X	X
Steal the Bacon		X							X	X
Swinging					X			X		

ACTIVITY CLASSIFICATION

Activity	Ball Activity	Active Game	Music Activity	Card Game	Skill Activity	Table Game	Active Circle Game	Student Level		
								Level I	Level II	Level III
Tag - Ball	X	X							X	X
Tag - Bottle		X							X	X
Tag Cloth		X						X	X	X
Tag - Simple		X							X	X
Tickle Bee						X			X	X
Tic Tac Toe Game						X			X	X
Tiddledy Winks						X		X	X	
Tin Can Alley		X							X	
Toss Across		X			X			X	X	
Tossing Target Games		X			X			X	X	X
Trouble Game						X			X	X
Tumble Bug						X		X	X	

ACTIVITY CLASSIFICATION

Activity	Ball Activity	Active Game	Music Activity	Card Game	Skill Activity	Table Game	Active Circle Game	Student Level Level I	Level II	Level III
Twister Game		X							X	X
Uncle Wiggily Game						X			X	
Up Against Time						X			X	X
Volleyball (Underhand Serve)	X	X			X				X	X
Volleyball (Volleying)	X	X			X				X	X
Winnie the Pooh Game						X		X	X	
What's My Number Solitare				X		X			X	X

Around the Clock Solitare

Card Game

Objective:	Given the "Around the Clock Game," the learner will deal out the cards and play the game by matching the cards and numbers until he/she can no longer play. (9 Steps.)
Entering Skills Required:	Fine Motor and matching
Materials:	"Around the Clock Game."
Procedure:	The child plays alone, seated before the open gameboard with the cards. The child wins if all the number cards are in the correct position before the last face card appears.
Steps:	The learner will: 1. Shuffle the cards. 2. Deal the cards face-down, placing one on each clock number. 3. Repeat Step 2, twice more so all numbers have three cards on them. 4. Place the remaining cards face-down in the center of the clock. 5. Draw the top card from the center pile. 6. Find the corresponding number around the clock. 7. Place that card face-up under that number pile. 8. Draw a card from the top of that same pile. 9. Repeat steps 6-8 until play is stopped.
Teaching Hints:	An example of play -- if the card drawn is a seven, it is placed, face-up under the pile in the seven o'clock position on the clock face. If the card drawn is a clock face card, it is placed back under the center pile face-up.

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Around the Clock Solitare

Objective: Given the "Around the Clock Game," the learner will deal out the cards and play the game by matching the cards and numbers until he/she can no longer play. (9 Steps.)

Steps:	The learner will:	Students' Names													
1.	Shuffle the cards.														
2.	Deal the cards face-down, placing one on each clock number.														
3.	Repeat Step 2, twice more so all numbers have three cards on them.														
4.	Place the remaining cards face-down in the center of the clock.														
5.	Draw the top card from the center pile.														
6.	Find the corresponding number around the clock.														
7.	Place that card face up under that number pile.														
8.	Draw a card from the top of that same pile.														
9.	Repeat steps 6-8 until play is stopped.														

"Integrating Trainable Mentally Retarded Children Through Community Education."

Badminton

Active Game

Objective: Given a badminton racket, net and birdie, the learner will hold the racket correctly, put the birdie in play by serving it and keep it in play by returning birdies hit to him/her. (23 Steps.)

Entering Skills Required: Eye-hand coordination, mobility, underhand swing.

Materials: Badminton racket, net, birdie.

Procedure: Players stand facing on opposite sides of the net.

Steps: The learner will:

1. Extend the dominant hand, fingers spread (handshake) position.
2. Grasp the handle of the racket so the face of the racket (strings) is parallel to the net.

THE SERVER WILL:

3. Stand behind the service line facing the net.
4. Hold the birdie in the free hand.
5. Bring the racket back on the dominant side of the body.
6. Drop the birdie.
7. Simultaneously swing the racket forward in an underhand throwing pattern.
8. Keep eyes on the birdie until contact is made.
9. Hit the birdie, keeping the racket strings facing the net.
10. Follow through by reaching the racket toward the net.

THE RECEIVER WILL:

11. Always keep eyes on the on-coming birdie until contact is made.
12. Move body into position for striking the on-coming birdie.
13. If birdie is coming directly at him/her, more to the right or left to contact birdie at the side of body.
14. If birdie is going too far over head, move back.
15. If birdie is falling too far in front move forward.
16. If birdie is falling too far to the right (or left) move to the right (or left.)
17. Simultaneously move the racket into position for striking:
18. If the bird is coming to side,(right or left) bring the racket straight back and forward, keeping racket strings parallel to net.
19. If bird is coming overhead, bring the racket back over the shoulder and forward, keeping the racket strings facing the net.
20. If the bird is falling in front, bring the racket back and forward in an underhand motion at the side of body.
21. Bring the wrist back and snap it forward forcefully at the moment of contact with the birdie.
22. Hit the birdie directly over the net.
23. Follow through by extending the arm toward the net.

Teaching Hints: Use a large birdie, balloon or beach ball for the less skilled. Practice the skills before playing the game.

Badminton

Objective: Given a badminton racket, net and birdie, the learner will hold the racket correctly, put the birdie in play by serving it and keep it in play by returning birdies hit to him/her. (23 Steps.)

Steps: The learner will:	Students' Names													
1. Extend the dominant hand, fingers spread (handshake) position.														
2. Grasp the handle of the racket so the face of the racket (strings) is parallel to the net.														
THE SERVER WILL:														
3. Stand behind the service line facing the net.														
4. Hold the birdie in the free hand.														
5. Bring the racket back on the dominant side of the body.														
6. Drop the birdie.														
7. Simultaneously swing the racket forward in an underhand throwing pattern.														
8. Keep eyes on the birdie until contact is made.														
9. Hit the birdie, keeping the racket strings facing the net.														
10. Follow through by reaching the racket toward the net.														
THE RECEIVER WILL:														
11. Always keep eyes on the on-coming birdie until contact is made.														
12. Move body into position for striking the on-coming birdie.														

(Continued)

Badminton (Continued)

Steps: The learner will:	Students' Names											
13. If birdie is coming directly at him/her, more to the right or left to contact birdie at the side of body.												
14. If birdie is going too far over head, move back.												
15. If birdie is falling too far in front move forward.												
16. If birdie is falling too far to the right (or left) move to the right (or left.)												
17. Simultaneously move the racket into position for striking:												
18. If the bird is coming to side, right or left) bring the racket straight back and forward, keeping racket strings parallel to net.												
19. If bird is coming overhead, bring the racket back over the shoulder and forward, keeping the racket strings facing the net.												
20. If the bird is falling in front bring the racket back and forward in an underhand motion at the side of the body.												
21. Bring the wrist back and snap it forward forcefully at the moment of contact with the birdie.												
22. Hit the birdie directly over the net.												
23. Follow through by extending the arm toward the net.												

Bas-ket

Table Game

Objective: Given a "Bas-ket" game and ball, the learner will operate the levers to shoot the ball into the basket and score points. (10 Steps.)

Entering Skills Required: Fine motor control to work levers, eye-hand coordination.

Materials: Bas-ket Game and ball.

Procedure: The scoreboards are set up at each end of the box with the baskets straightened out. The box is set level between the 2-6 players. The ball is dropped to the center of the court from about 12" high to begin the game or any time the ball comes to a stop where a shot cannot be made. If a player knocks the ball off the court, the opponent gets the ball at center position. Score 2 points for court shots; 1 point for free throws. Two 10 minute halves or a set number of points equals a game.

Steps: The learner will:

1. Determine which levers he/she is to move.
2. Grasp the lever.
3. Watch the ball.
4. Pull the lever back as the ball approaches.
5. Release the lever.
6. If the ball goes into the basket, move the score wheel to record points.
7. Get the ball if it goes off the court.
8. Let the opponent take the ball at center position if he/she knocked the ball off the court.
9. Drop the ball onto center court if it comes to a stop and cannot be played.
10. Repeat Steps 2-9 until the game ends.

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Bas-ket

Objective: Given a "Bas-ket" game and ball, the learner will operate the levers to shoot the ball into the basket and score points. (10 Steps.)

Steps: The learner will:	Students' Names													
1. Determine which levers he/she is to move.														
2. Grasp the lever.														
3. Watch the ball.														
4. Pull the lever back as the ball approaches.														
5. Release the lever.														
6. If the ball goes into the basket, move the score wheel to record points.														
7. Get the ball if it goes off the court.														
8. Let the opponent take the ball at center position if he/she knocked the ball off the court.														
9. Drop the ball onto center court if it comes to a stop and cannot be played.														
10. Repeat Steps 2-9 until the game ends.														

Basketball (Horse)

Active Game

Objective: Given a basketball and hoop, the learner will shoot and make the exact basket of the player shooting before him/her, and then be allowed to initiate a shot, or gain a letter towards spelling HORSE. (8 Steps.)

Entering Skills Required: Mobility, ability to remember, and imitate action, strength and coordination to propel ball to basket.

Materials: Basketball and Hoop.

Procedure: Any number of players will determine their shooting order for the game. A player must imitate exactly and make the shot the player before him/her made or gains a letter toward spelling HORSE. If he/she makes that shot, or if the player before him/her missed the basket, he/she may initiate any shot he/she chooses. The first player to spell HORSE looses the game.

Steps: The learner will:

1. Remain in the order of shooting assigned to him/her.
2. If the player before him/her made a basket, shoot the exact basket from that spot.
3. If he/she misses this determined shot, gain a letter to spell HORSE, and:
4. Lose a turn.
5. If he/she made the determined shot, initiate a shot from anywhere on the floor.
6. Wait for the next turn.
7. If the player before him/her misses the basket, initiate a shot from anywhere on the floor.
8. Repeat Steps 1-7 until one player earns all the letters to spell HORSE and loses the game.

Teaching Hints: Different or easier words may be spelled. Tokens may be earned for each letter.

Basketball (Horse)

Objective: Given a basketball and hoop, the learner will shoot and make the exact basket of the player shooting before him/her, and then be allowed to initiate a shot, or gain a letter towards spelling HORSE. (8 Steps.)

Steps:	The learner will:	Students' Names													
1.	Remain in the order of shooting assigned to him/her.														
2.	If the player before him/her made a basket, shoot the exact basket from that spot.														
3.	If he/she misses this determined shot, gain a letter to spell HORSE, and:														
4.	Lose a turn.														
5.	If he/she made the determined shot, initiate a shot from anywhere on the floor.														
6.	Wait for the next turn.														
7.	If the player before him/her misses the basket, initiate a shot from anywhere on the floor.														
8.	Repeat Steps 1-7 until one player earns all the letters to spell HORSE and loses the game.														

Basketball (Around the World)

Active Game

Objective: Given a basketball and hoop, the child will make a basket at each of five designated spots around thr basket in consecutive order. (6 Steps.)

Entering Skills Required: Mobility, strength, coordination to propel ball to basket, basket shooting skill.

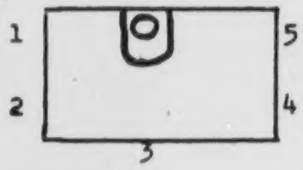
Materials: Five marked spots around the basket, a basketball and hoop.

Procedure: The child will begin shooting at spot #1. He/she cannot move to spot #2 until making a basket at #1. He/she may keep shooting and moving to the next number until missing. If he/she misses the basket at any spot he/she must wait at that spot until all the other players have had their turn before trying again.

Steps: The learner will:

1. Stand at station #1.
2. Shoot a basket.
3. If he/she misses a basket, wait at that spot for the next turn.
4. Repeat Step #3 in turn until a basket is made.
5. When a basket is made, move to the next numbered spot.
6. Repeat Steps 1-5 until a basket has been made at each spot in sequence.

Teaching Hints: Player could have two tries to make a basket at each number. The numbers could be moved closer to the basket for lower kids.



Basketball (Around the World)

Objective: Given a basketball and hoop, the child will make a basket at each of five designated spots around the basket in consecutive order. (6 Steps.)

Steps: The learner will:	Students' Names												
1. Stand at station #1.													
2. Shoot a basket.													
3. If he/she misses a basket, wait at that spot for the next turn.													
4. Repeat Step #3 in turn until a basket is made.													
5. When a basket is made, move to the next numbered spot.													
6. Repeat Steps 1-5 until a basket has been made at each spot in sequence.													

Basketball (Chest Shot)

Skill Activity

Objective:	Given a basketball and basket, the learner will shoot baskets, from various distances, using a chest shot. (8 Steps.)
Entering Skills Required:	Hold and throw ball two-handed. Arm strength.
Materials:	Basket and basketball.
Procedure:	The child stands various distances from the basket. Increase distance as skill increases.

Steps:

The learner will:

1. Place hands behind and a little to the side of the ball, fingers pointing up.
2. Hold the ball chest high, elbows bent and close to the body.
3. Stand in a semi-crouched position.
4. Keep eyes on the front rim of the basket.
5. Step forward with one foot, straightening the knees.
6. Simultaneously, straighten the arms, reaching upward.
7. Snap wrists while releasing the ball.
8. Follow through after the shot, reaching toward the basket.

Basketball (Chest Shot)

Objective: Given a basketball and basket, the learner will shoot baskets, from various distances, using a chest shot.

Steps: The Learner will:	Students' Names														
1. Place hands behind and a little to the side of the ball, fingers pointing up.															
2. Hold the ball chest high, elbows bent and close to the body.															
3. Stand in a semi-crouched position.															
4. Keep eyes on the front rim of the basket.															
5. Step forward with one foot, straightening the knees.															
6. Simultaneously, straighten the arms, reaching upward.															
7. Snap wrists while releasing the ball.															
8. Follow through after the shot, reaching toward the basket.															

Basketball (Lay Up)

Skill Activity

Objective: Given a ball and basket, the learner will shoot baskets, using a lay up shot. (9 Steps.)

Entering Skills Required: Stand, jump, strength to propel ball to basket.

Materials: Basket and Basketball

Procedure: The child will stand to the side and close to the basket, holding the ball.

Steps: The learner will:

1. Hold the ball in the palm of the non-dominant hand.
2. Place the dominant hand behind the ball, fingers pointing up.
3. Hold the ball shoulder high and close to the body.
4. Stand in a semi-crouched position to the side of the basket.
5. Keep eyes aimed at a spot on the backboard.
6. Step forward on the non-dominant foot.
7. Straighten knees and jump off the non-dominant foot.
8. Simultaneously straighten the elbows and push the ball upwards with the dominant hand to gently lay it against the spot on the blackboard.
9. Follow through after the shot by reaching toward the basket.

Teaching Hints: Use a lower basket while learning. Place aiming spots on the backboard behind the baskets. Once this skill has been acquired, a dribble and run can be taught preceeding it.

Basketball (Lay Up)

Objective: Given a ball and basket, the learner will shoot baskets, using a lay up shot. (9 Steps.)

Steps: The learner will:	Students' Names												
1. Hold the ball in the palm of the non-domiant hand.													
2. Place the dominant hand behind the ball, fingers pointing up.													
3. Hold the ball shoulder high and close to the body.													
4. Stand in a semi-crouched position to the side of the basket.													
5. Keep eyes aimed at a spot on the blackboard.													
6. Step forward on the non-dominant foot.													
7. Straighten knees and jump off the non-dominant foot.													
8. Simultaneously straighten the elbows and push the ball upwards with the dominant hand to gently lay it against the spot on the blackboard.													
9. Follow through after the shot by reaching toward the basket.													

Bingo

Table Game

Objective: Given a cleared Bingo card, the learner will cover the center space and cover each letter/number when it is called. (13 Steps.)

Entering Skills Needed: Recognition of numbers (1-88), letters, (Bingo), fine motor skills.

Materials: Bingo Game with cards and numbers.

Procedure: The children will sit at a table with the cleared Bingo cards before them.

Steps: The learner will:

1. Sit at the table as directed.
2. Place the cleared Bingo card on the table.
3. Cover the middle of the card square.
4. Listen as the letter is called.
5. Place the index finger on the corresponding letter on the card.
6. Listen as the number is called.
7. Look down the letter row looking at each number.
8. If he/she comes to the designated number, cover it with a token.
9. Remove hand from the card.
10. Do not cover numbers which have not been called.
11. Repeat Steps 4-9.
12. Look at the card after each letter/number is called to determine if a row of numbers has been covered.
13. Call out "Bingo" when a Bingo has been gotten.

Teaching Hints: Position the players very close to the caller; make large cards of each number and letter to hold up when the call is made. Bingo maybe scored by covering a row of numbers vertically, horizontally, diagonally or covering the four corners. For younger children, you may limit the bingo to one direction. Alternatives to play: "Four Corners" or "Black Out."

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Bingo

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Steps: The learner will:	Students' Names													
1. Sit at the table as directed.														
2. Place the cleared Bingo card on the table.														
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11. Repeat Steps 4-9.														
12. Look at the card after each letter/number is called to determine if a row of numbers has been covered.														
13. Call out "Bingo" when a Bingo has been gotten.														

Blockhead

Table Game

Objective: Given a Blockhead Game, the learner will, in turn, add a block to the block tower without causing it to fall. (9 Steps.)

Entering Skills Required: Gross and fine motor control.

Materials: Blockhead Game.

Procedure: Any number of players will sit around a table with blocks spread out in front of them. The flat block labeled "blockhead" is laid out as the base. Only the first block may touch the base. The game continues until all but one player has knocked over the pile three times. The remaining player is the winner.

Steps: The learner will:

1. Pick up any block.
2. Use only one hand.
3. Place the block on the base.
4. Not touch any other block.
5. Wait while other players have a turn.
6. Repeat Steps 1-5 placing the block on any block of the tower but the base block.
7. If only his/her block falls from the pile, try again with the same block or choose a new one.
8. If the tower falls on his/her turn, lose one game.
9. Repeat Steps 1-8 until knocks the pile over three times and is out of the game.

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General Mills Fun Group Inc.
Salem, Mass. 01970

Blockhead

Objective: Given a Blockhead Game, the learner will in turn add a block to the block tower without causing it to fall.

Steps: The learner will:	Students' Names												
1. Pick up any block.													
2. Use only one hand.													
3. Place the block on the base.													
4. Not touch any other block.													
5. Wait while other players have a turn.													
6. Repeat Steps 1-5 placing the block on any block of the tower but the base block.													
7. If only his/her block falls from the pile, try again with the same block or choose a new one.													
8. If the tower falls on his/her turn, lose one game.													
9. Repeat Steps 1-8 till knocks the pile over 3 times and is out of the game.													

"Integrating Trainable Mentally Retarded Children Through Community Education."

Bombardment

Active Game

Objective: Given a playing field, Indian Clubs and playground balls, the learner will throw the balls to knock down the opponent's club and protect his/her own clubs from being knocked down. (11 Steps.)

Entering Skills Required: Mobility, ball throwing skills

Materials: 10-12 Indian clubs or empty cartons. Two playground balls.

Procedure: The area is divided into two equal courts by a line. One team occupies each court. Two more "club" lines, each equal distance from and parallel to the center line, are drawn. An equal number of clubs are spaced across each club line. Each team is given two balls. Clubs knocked over by a ball or player are removed by the teacher.

Steps: The learner will:

1. Move to catch the ball thrown by opponent.
2. Catch the ball as it comes toward him/her.
3. Retrieve balls that go out of bounds.
4. Run up to, but not over, the center line.
5. Look and aim at an opponent's club.
6. Throw the ball at the club.
7. Move backwards close to his/her clubs.
8. Look at on-coming balls.
9. Move between the ball and the clubs.
10. Avoid knocking own clubs over.
11. Repeat Steps 1-9 until one teams club are all down.

Bombardment

Objective: Given a playing field, Indian Clubs and playground balls, the learner will throw balls to knock down the opponent's clubs and protect his/her own clubs from being knocked down. (11 Steps.)

Steps: The Learner will:	Students' Names												
1. Move to catch the ball thrown by opponent.													
2. Catch the ball as it comes toward him/her.													
3. Retrieve balls that go out of bounds.													
4. Run up to, but not over, the center line.													
5. Look and aim at an opponent's club.													
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7. Move backwards close to his/her clubs.													
8. Look at on-coming balls.													
9. Move between the ball and the club.													
10. Avoid knocking own clubs over.													
11. Repeat Steps 1-9 until one team's clubs are all down.													

Boob Tube Race

Table Game

Objective: Given a "Boob Tube Race", the learner will shake all the marbles to one end of the tube and on the signal "go", turn the tube over to rapidly shake all the marbles to the bottom of the tube. (5 Steps.)

Entering Skills Required: Upper extremity motor control

Materials: A Boob Tube for each player.

Procedure: First child to shake all the marbles to the bottom section wins the game.

Steps: The learner will:

1. Turn the tube so one end points down.
2. Shake all 8 marbles down into the end section of the tube.
3. On the signal "go" quickly turn the tube over.
4. Shake the tube so the marbles go down through the seven holes into the bottom section.
5. Continue step 3 until all the marbles are in the bottom section.

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Boob Tube Race

Objective: Given a Boob Tube Race the learner will shake all the marbles to one end of the tube and on the signal "go" turn the tube over to rapidly shake all the marbles to the bottom of the tube. (5 Steps.)

Steps: The learner will:	Students' Names													
1. Turn the tube so one end points down.														
2. Shake all 8 marbles down into the end section of the tube.														
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4. Shake the tube so the marbles go down through the seven holes into the bottom section.														
5. Continue step 3 until all the marbles are in the bottom section.														

Booby Trap

Table Game

Objective: Given a Booby Trap gameboard filled with colored pieces, the learner will remove the colored pieces one at a time in turn, in such a way that the pointer does not move past a large mark on any play. (9 Steps.)

Entering Skills Required: Eye-hand coordination, ability to take turns.

Materials: Booby Trap Gameboard and colored pieces. (2 to 6 players.)

Procedure: Before play begins, the spring bar is held back, and all the pieces placed in the playing area. After that no one may touch the spring bar or playing board. Only one piece may be removed on each play. The player may test one piece by touching it but not removing it. If it feels too risky, the second piece touched must be removed. Play continues until the number of pieces on the board equals the number of players. (3 players play until 3 pieces are left.) Scoring per pieces safely removed. Yellow = 3 points; green = 2 points; red = 1 point. Player with the most points is the winner.

Steps: The learner will:

1. Grasp the colored piece of his/her choosing by its handle.
2. Look to see where the pointer on the side points.
3. Remove the piece.
4. Check to see how far the pointer moved.
5. If the pointer did not move past a large mark, keep the piece.
6. If the pointer did move past a large mark, place the piece in the discard area behind the spring bar.
7. Place any additional pieces which popped up in the discard area.
8. Wait quietly for the next turn.
9. Repeat Steps 1-8 until the number of pieces on the board equals the number of players.

c.
1975 Leisure Dynamics Inc.
Lakeside Industries
Minneapolis, Minn., 55435

Booby Trap

Objective: Given a Booby Trap Gameboard filled with colored pieces, the learner will remove the colored pieces one at a time in turn, in such a way that the pointer does not move past a large mark on any play. (9 Steps.)

Steps: The learner will:	Students' Names																
1. Grasp the colored piece of his/her choosing by its handle.																	
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7. Place any additional pieces which popped up in the discard area.																	
8. Wait quietly for the next turn.																	
9. Repeat Steps 1-8 until the number of pieces on the board equals the number of players.																	

Box Hockey

Table Game

Objective: Given a Box Hockey gameboard, puck and sticks, the learner will push the puck, following the rules, until it goes into the opponent's net and a score is made. (8 Steps.)

Entering Skills Required: Eye-hand coordination

Materials: Box Hockey game, puck and sticks

Procedure: Opposing players stand at the sides of their corner goal and the puck is placed on the spot marked "start here." Play begins with a face-off by players touching the board and the opponents stick alternately 3 times before hitting the puck. Either player may hit the puck wherever it lays. A point is scored when the puck passes through the goal archway. A player may block any archway with the sticks except the archway to the goal. (7 Points wins the game.)

Steps: The learner will:

1. Stand at the side of his/her corner goal.
2. Hold the stick in the dominant hand with the red tip down, using a. or b.
   a. hold the stick with a pencil grasp perpendicular to the board (and on top of the puck when making a shot.)
   b. hold the stick with a handshake grasp, so it is horizontal to the board.
3. Touch the opponent's stick and the board alternately three times for the face-off.
4. Hit the puck off the archway toward the opponent's goal after the third touch.
5. Continue pushing or hitting the puck until a goal is scored.
6. Defend his/her own goal by intercepting pucks that are hit toward it.
7. Take a free shot from the starting spot when a foul is committed by the opponent. (See teaching hints.)
8. Repeat Steps 1-9 after each point is scored.

Teaching Hints: Coloring a players stick and goal may help. Any number of points may be designated to win the game.

Fouls:

1. Swinging the stick above the playing area or hitting with the stick.
2. Intentionally pushing an opponent.
3. Knocking the puck off the playing board.
4. Touching the gameboard with the free hand.

c.
Merdel Game Mfg. Co.,
Ludington, Mich.,

Box Hockey

Objective: Given a Box Hockey gameboard, puck and sticks, the learner will push the puck, following the rules, until it goes into the opponent's net and a score is made. (8 Steps.)

Steps: The learner will:	Students' Names											
1. Stand at the side of his/her goal.												
2. Hold the stick in the dominant hand with the red tip down using a. or b.												
a. hold the stick with a pencil grasp perpendicular to the board, (and on top of the puck when making a shot.)												
b. hold the stick with a handshake grasp, so it is horizontal to the board.												
3. Touch the opponent's stick and the board alternately three times for the face-off.												
4. Hit the puck off the archway toward the opponent's goal after the third touch.												
5. Continue pushing or hitting the puck until a goal is scored.												
6. Defend his/her own goal by intercepting pucks that are hit toward it.												
7. Take a free shot from the starting spot when a foul is committed by the opponent. (See teaching hints.)												
8. Repeat Steps 1-9 after each point is scored.												
Fouls: 1. Swinging the stick above the playing area or hitting with the stick.												
2. Intentionally pushing an opponent.												
3. Knocking the puck off the playing board.												
4. Touching the gameboard with the free hand.												

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Bowling Sequence
(Four step without a ball)

Skill Activity

Objective: Given the commands, to step and slide, a three-holed rubber ball and foul line, the learner will correctly step through a four-step bowling approach without a ball. (8 Steps.)

Entering Skills Required: Underhand roll, walk and slide, and stopping skills.

Materials: Foul line.

Procedure: Children wait turn.

Steps: The learner will:

1. Stand with feet together.
2. Slide the non-dominant foot slightly ahead of the dominant foot.
3. Step forward with the dominant foot, on the command "Step."
4. Step forward with the non-dominant foot, on the second command "Step."
5. Step forward with the dominant foot, on the third command "Step."
6. Slide the non-dominant foot forward, keeping the toes pointed straight ahead on the command "slide."
7. Bend the forward knee to lower the body.
8. Keep the forward toe behind the foul line.

Teaching Hints: Walk through the steps without the ball until it becomes mechanical. Work on sliding the forward foot and bending the knee to get low to the floor. Stocking feet help the slide.

Bowling Sequence

(Four step without a ball)

Objective: Given the commands, to step and slide, a three-holed rubber ball and foul line, the learner will correctly step through a four-step bowling approach without a ball. (8 Steps.)

Students' Names

Steps: The learner will:													
1. Stand with feet together.													
2. Slide the non-dominant foot slightly ahead of the dominant foot.													
3. Step forward with the dominant foot, on the command "Step."													
4. Step forward with the non-dominant foot, on the second command "Step."													
5. Step forward with the dominant foot, on the third command "Step."													
6. Slide the non-dominant foot forward, keeping the toes pointed straight ahead on the command "slide."													
7. Bend the forward knee to lower the body.													
8. Keep the forward toe behind the foul line.													

Bowling Sequence

(Gripping the Ball)

Skill Activity

Objective: Given a three-holed bowling ball, the learner will place the two middle fingers and thumb in the holes and grasp it correctly for bowling. (15 Steps.)

Entering Skills Required: Fine Motor Coordination and hand and finger strength

Materials: Three-holed bowling ball. (rubber or regular)

Procedure: Wait turn.

Steps: The learner will:

1. Stand.
2. Pick up the bowling ball.
3. Hold the ball resting between the non-dominant hand and the body.
4. Rotate the ball until the holes are facing out with thumb hole pointing down.
5. Hold the dominant hand away from the ball, palm toward it and fingers pointing up.
6. Point the thumb outward toward the ball.
7. Locate the bottom singular hole in the ball.
8. Bring the thumb into that thumb hole of the ball.
9. Curl the thumb up on the inside of the ball to hold it.
10. Lay the palm of the hand flat against the ball.
11. Slide the middle two fingers simultaneously down the ball until they reach the two holes.
12. Place the middle two fingers into the holes.
13. Curl these two fingers downward to grasp and hold the ball.
14. Check to be sure the pointer and little fingers remain laying flat on the ball beside the holes.
15. Lift ball away from body with dominant hand.

Teaching Hints: Put tape or color on the fingers to go in the holes. Tell them to have one finger showing on each side of the holes. Use a three-holed rubber ball for practice because it is lighter.

Bowling Sequence

(Grasping the Ball)

Objective: Given a three-holed bowling ball, the learner will place the two middle fingers and thumb in the holes and grasp it correctly for bowling. (15 Steps.)

Steps: The learner will:	Students' Names														
1. Stand.															
2. Pick up the bowling ball.															
3. Hold the ball resting between the non-dominant hand and the body.															
4. Rotate the ball until the holes are facing out with thumb hole pointing down.															
5. Hold the dominant hand away from the ball, palm toward it and fingers pointing up.															
6. Point the thumb outward toward the ball.															
7. Locate the bottom singular hole in the ball.															
8. Bring the thumb into that thumb hole of the ball.															
9. Curl the thumb up on the inside of the ball to hold it.															
10. Lay the palm of the hand flat against the ball.															
11. Slide the middle two fingers simultaneously down the ball until they reach the two holes.															
12. Place the middle two fingers into the holes.															
13. Curl these two fingers downward to grasp and hold the ball.															

(Continued)

Bowling Sequence
(Gripping the Ball)

(Continued)

Steps: The learner will:	Students' Names														
14. Check to be sure the pointer and little fingers remain laying flat on the ball beside the holes.															
15. Lift ball away from body with dominant hand.															

Bowling Sequence

Regular Four-Step

Active Game

Objective: Given a three-holed bowling ball and pins, the learner will correctly grip the ball and execute a four-step delivery so that the ball will travel toward and knock over the pins. (17 Steps.)

Entering Skills Required: Correct grip of the ball, standing bowling, four step bowling without a ball.

Materials: Three-holed bowling ball, pins, foul line.

Procedure: Standing on a line, facing the pins.

Steps: The learner will:

1. Stand with feet together.
2. Slide the non-dominant foot slightly ahead of the dominant foot.
3. Grasp the ball correctly with the dominant hand.
4. Bring ball, which is still gripped in the dominant hand, up to chest level and rest it on non-dominant hand.
5. Step forward on the dominant foot, on the command "Step."
6. Step forward on non-dominant foot, on the second command "Step."
7. Simultaneously push the ball forward with both hands to eye level.
8. Step forward on the dominant foot, on the third command "Step."
9. Simultaneously release the support of the non-dominant hand on the ball.
10. Bring the ball down to the side and back of the body.
11. Slide the non-dominant foot forward keeping the toes pointed straight ahead, on the command "slide."
12. Stop the forward foot behind the foul line.
13. Lower the body by bending at the waist and knees.
14. Focus the eyes directly ahead.
15. Simultaneously bring the arm and ball down and forward with a pendular swing.
16. Release the ball close to the floor as it comes forward.
17. Follow through by extending the arm swing up to eye level after the ball has been released.

Teaching Hints: Have the child practice without a ball or pins first and then with a ball and no pins until the coordinated movement are mechanical. For gym bowling an isolated corner is ideal. Three pins are enough to practice with. Two people can be down by the pins to return the ball and set up the pins.

Bowling Sequence

Regular Four-Step

Objective: Given a three-holed bowling ball and pins, the learner will correctly grip the ball and execute a four-step delivery so that the ball will travel toward and knock over the pins. (17 Steps.)

Steps: The learner will:	Students' Names												
1. Stand with feet together.													
2. Slide the non-dominant foot slightly ahead of the dominant foot.													
3. Grasp the ball correctly with the dominant hand.													
4. Bring ball, which is still gripped in the dominant hand, up to chest level and rest it on non-dominant hand.													
5. Step forward on the dominant foot, on the command "Step."													
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7. Simultaneously push the ball forward with both hands to eye level.													
8. Step forward on the dominant foot, on the third command "Step."													
9. Simultaneously release the support of the non-dominant hand on the ball.													
10. Bring the ball down to the side and back of the body.													
11. Slide the non-dominant foot forward keeping the toes pointed straight ahead, on the command "slide."													
12. Stop the forward foot behind the foul line.													

(Continued)

Bowling Sequence

Regular Four-Step

(Continued)

Steps: The learner will:	Students' Names												
13. Lower the body by bending at the waist and knees.													
14. Focus the eyes directly ahead.													
15. Simultaneously bring the arm and ball down and forward with a pendular swing.													
16. Release the ball close to the floor as it comes forward.													
17. Follow through by extending the arm swing up to eye level after the ball has been released.													

Bowling Sequence
(Standing Bowling)

Active Game

Objective: Given a three-holed rubber bowling ball and pins, the learner will correctly place the fingers in the ball, stand at the foul line and use a one-hand underhand roll of the ball to knock down the pins. (13 Steps.)

Entering Skills Required: Underhand roll, correct grip of ball

Materials Needed: Three-holed rubber bowling ball and pins.

Procedure: Standing on the foul line holding the ball properly.

Teaching Hints: Have the child first practice form without pins or ball. Focus on pendular swing of arm at side of body, not between legs, and bending low so ball contacts floors smoothly and does not bounce.

Steps: The learner will:

1. Locate the foul line.
2. Place the toe of the non-dominant foot behind the foul line.
3. Take a comfortable step backwards.
4. Grip the ball properly in the dominant hand.
5. Bring the ball (which is still gripped in the dominant hand,) up to chest level resting the dominant hand in the palm of the non-dominant hand.
6. Push the ball forward with both hands to eye level.
7. Release the support of the non-dominant hand on the ball.
8. Simultaneously bring the ball down to the side and back of the body.
9. Bring arm and ball down and forward with a pendular swing.
10. Bend body forward from the waist and knees.
11. Focus eyes forward.
12. Release the ball close to the floor, as the arm comes forward.
13. Follow through extending the arm swing up to eye level after the ball has been released.

Bowling Sequence
(Standing Bowling)

Objective: Given a three-holed rubber bowling ball and pins, the learner will correctly place the fingers in the ball, stand at the foul line and use a one-hand underhand roll of the ball to knock down the pins. (13 Steps)

Steps: The Learner will:	Students' Names												
1. Locate the foul line.													
2. Place the toe of the non-dominant foot behind the foul line.													
3. Take a comfortable step backwards.													
4. Grip the ball properly in the dominant hand.													
5. Bring the ball (which is still gripped in the dominant hand,) up to chest level resting the dominant hand in the palm of the non-dominant hand on the ball.													
6. Push the ball forward with both hands to eye level.													
7. Release the support of the non-dominant hand on the ball.													
8. Simultaneously bring the ball down to the side and back of the body.													
9. Bring arm and ball down and forward with a pendular swing.													
10. Bend body forward from the waist and knees.													
11. Focus eyes forward.													
12. Release the ball close to the floor, as the arm comes forward.													
13. Follow through extending the arm swing up to eye level after the ball has been released.													

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Bus Riding

Skill Activity

Objective: Given money, adult assistance, and the opportunity to ride a public bus, the learner will board the bus, place the money in the box, behave appropriately and get off the bus at the designated place. (13 Steps.)

Entering Skills Required: Knowledge of correct change for bus, correct bus number, address and neighborhood.

Materials: Money and bus.

Steps: The learner will:

1. Take money for bus and not lose it.
2. Walk to the bus stop.
3. Wait for the bus.
4. Select proper bus for destination.
5. Get on bus.
6. Put money in machine.
7. Sit down in empty seat.
8. Remain seated during bus ride.
9. Remain reasonably quiet for length of bus ride.
10. Pull cord (one block ahead of stop.)
11. Get off of bus at correct stop.
12. Ask for transfer appropriately.
13. Give transfer to driver when re-boarding.

Bus Riding

Objective: Given money, adult assistance, and the opportunity to ride a public bus, the learner will board the bus, place the money in the box, behave appropriately and get off the bus at the designated place. (13 Steps.)

Steps: The learner will:	Students' Names												
1. Take money for bus and not lose it.													
2. Walk to the bus stop.													
3. Wait for the bus.													
4. Select proper bus for destination.													
5. Get on bus.													
6. Put money in machine.													
7. Sit down in empty seat.													
8. Remain seated during bus ride.													
9. Remain reasonably quiet for length of bus ride.													
10. Pull cord (one block ahead of stop.)													
11. Get off of bus at correct stop.													
12. Ask for transfer appropriately.													
13. Give transfer to driver when re-boarding.													

Candyland Game

Table Game

Objective: Given a Candyland Game with the board and playing pieces, the learner will set up the game, draw cards and move his/her player to the spaces indicated until a winner has been determined. (15 Steps.)

Entering Skills Required: Fine motor, matching, ability to wait turn.

Materials: Candyland Game.

Procedure: Two to four players are seated at a table with the open gameboard between them.

Steps: The learner will:

1. Place the shuffled game cards face-down in the middle of the board.
2. Choose a game figure to represent him/her during the game.
3. Place that figure in the start area of the gameboard.
4. Pick up the top card on the pile with the dominant hand.
5. Look at the picture on the card and match it to the square on the gameboard.
6. If the card has one colored square, move the figure forward along the path to the first path square of the same color.
7. If the card has two colored squares, move the figure forward along the path to the second path square of the same color.
8. If the card has a picture on it, move the figure either forward or backward to the path square with the same picture.
9. Leave the figure on the new path square.
10. Place the used card face-up on another pile.
11. Wait quietly while the other players have their turns.
12. Repeat Steps 4-11 in turn until someone wins the game by completing the path.
13. Follow the rule that 2 or more players may occupy the same path square.
14. Follow the rules and directions on the board for short cuts and special turns.
15. Follow the rule that if all the cards are used before a winner is declared, the additional pile is shuffled and re-used.

Teaching Hints: The winner is the first person to reach the finish area. Enlarging the start and finish areas and placing arrows on the board to show the direction of travel may be helpful. As a lead up for younger children the picture cards could be taken out of the game.

c.
1955 Milton Bradley
Springfield, Mass., 01101

Candyland Game

Objective: Given a Candyland Game with the board and playing pieces, the learner will set up the game, draw cards and move his/her player on the spaces indicated until a winner has been determined. (15 Steps.)

Steps:	The learner will:	Students' Names										
1.	Place the shuffled game cards face-down in the middle of the board.											
2.	Choose a game figure to represent him/her during the game.											
3.	Place that figure in the start area of the gameboard.											
4.	Pick up the top card on the pile with the dominant hand.											
5.	Look at the picture on the card and match it to the square on the gameboard.											
6.	If the card has one colored square, move the figure forward along the path to the first path. square of the same color.											
7.	If the card has two colored squares, move the figure forward along the path to the second path square of the same color.											
8.	If the card has a picture on it, move the figure either forward or backward to the path square with the same picture.											
9.	Leave the figure on the new path square.											
10.	Place the used card face-up on another pile.											

(Continued)

Candyland Game (Continued)

Steps: The learner will:	Students' Names											
11. Wait quietly while the other players have their turns.												
12. Repeat Steps 4 to 11 in turn until someone wins the game by completing the path.												
13. Follow the rule that 2 or more players may occupy the same path square.												
14. Follow the rules and directions on the board for short cuts and special turns.												
15. Follow the rule that if all the cards are used before a winner is declared, the additional pile is shuffled and re-used.												

Cards - Concentration

Card Game

Objective: Given a deck of cards dealt face-down on the table, the learner will turn over two cards each play, attempt-to find and collect the most matching pairs. (10 Steps.)

Entering Skills Required; Fine motor skill to turn cards and card matching ability.

Materials: Deck of playing cards or other matching cards.

Procedure: Two or more children seated at a table with all the cards dealt face-down between them. The winner is the person with the most cards when all pairs have been made.

Steps: The learner will:

1. Pick up one card and turn it over in the same spot.
2. Say the number.
3. Pick up second card and turn it over in the same spot.
4. Say the number.
5. Tell other person if it is a match or not.
6. If it is match, put the cards in a pile beside him/her.
7. Take another turn, as long as matching cards are drawn.
8. Turn both cards back face-down if they don't match.
9. Wait quietly while others have a turn.
10. Repeat steps 1-9 until all cards have been matched.

Teaching Hints: For lower learners use fewer matched cards or picture cards such as Old Maid or Shape and Color Cards. Work on matching the cards before playing the game.

Cards - Concentration

Objective: Given a deck of cards dealt face-down on the table, the learner will turn over two cards cards each play, attempting to find and collect the most matching pairs. (10 Steps.)

Steps: The learner will:	Students' Names											
1. Pick up one card and turn it over in the same spot.												
2. Say the number.												
3. Pick up second card and turn it over in the same spot.												
4. Say the number.												
5. Tell other person if it is a match or not.												
6. If it is a match, put the cards in a pile beside him/her.												
7. Take another turn, as long as matching cards are drawn.												
8. Turn both cards back face-down if they don't match.												
9. Wait quietly while others have a turn.												
10. Repeat Steps 1-9 until all cards have been matched.												

"Integrating Trainable Mentally Retarded Children Through Community Education."

Cards-Crazy Eight

Card Game

Objective: Given a deck of cards, the learner will pick up and hold the cards so others can't see them, match his/her cards to the "up card" and play it or an eight or "draw" cards to find a playable card, until all his/her cards are gone. (15 Steps.)

Entering Skills Required: Hold, match and recognize playing cards.

Materials: A deck of playing cards and two or more players.

Procedure: Children seated at a table across from each other. Each child is dealt seven cards, one card is turned face-up on the table and the remainder put in a pile face-down on the table. In turn, the child places a matching card (suit or number) or an eight on the pile or draws cards until finding a matching card.

Steps: The learner will:

1. Pick up the card with the dominant hand as it is dealt.
2. Put that card into the non-dominant hand so it faces him/her.
3. Hold the cards in the dominant hand.
4. Repeat Steps 1-3 until holding all seven cards.
5. Arrange the cards by moving them so matched suits are next to each other.
6. Look at the card which is face-up on the table.
7. Find a card of the same suit or number in the hand.
8. Place this card directly on top of the face-up card.
9. Follow the rule that any eight may be played on the pile at anytime.
10. Follow the rule that the person playing any eight must name any suit which the next player plays.
11. Wait quietly after the turn until the next turn.
12. Repeat Steps 6-11 in turn until none of the cards in the hand are playable.
13. If there are no playable cards in the hand, draw cards one at a time from the face-down pile until drawing a playable card.
14. Keep these extra cards in the hand.
15. Repeat Steps 6-13 until one player has won by playing all his/her cards.

Teaching Hints: The first person to play all of his/her cards is the winner. The teacher deals or appoints a dealer. Stress the children are not to play eights unless they have to. Matching is a good lead-up.

Cards - Crazy Eight

Objective: Given a deck of cards, the learner will pick up and hold the cards so others can't see them, match his/her cards to the "up card" and play it or an eight or "draw" cards to find a playable card, until all his/her cards are gone. (15 Steps.)

Steps: The learner will:	Students' Names													
1. Pick up the card with the dominant hand as it is dealt.														
2. Put that card into non-dominant hand so it faces him/her.														
3. Hold the cards in the dominant hand.														
4. Repeat Steps 1-3 until holding all seven cards.														
5. Arrange the cards by moving them so matched suits are next to each other.														
6. Look at the card which is face-up on the table.														
7. Find a card of the same suit or number in the hand.														
8. Place this card directly on top of the face-up card.														
9. Follow the rule that any eight may be played on the pile at any time.														
10. Follow the rule that the person playing any eight must name any suit which the next player plays.														
11. Wait quietly after the turn until the next turn.														
12. Repeat Steps 6-11 in turn until none of the cards in the hand are playable.														
13. If there are no playable cards in the hand, draw cards one at a time from the face-down pile until drawing a playable card.														
14. Keep these extra cards in the hand.														
15. Repeat Steps 6-13 until one player has won by playing all his/her cards.														

Cards - Go Fish

Card Game

Objective: Given a deck of Fish Cards, the learner will hold the cards so others can't see them, ask other players for cards to match sets in his/her hand and give cards to other players who ask for them, until all cards have been made into sets and a player with the most cards is declared the winner. (16 Steps.)

Entering Skills Required: Matching skills, speech to request cards.

Materials Needed: A deck of Fish playing cards and two-four players.

Procedure: Children seated at a table across from each other. If there are 2-3 players, six cards are dealt to each other. If there are four players, five cards are dealt to each. The remaining cards are spread face-down on the table to make up the pond. The dealer has his/her turn first.

Steps: The learner will:

1. Pick up the card with the dominant hand as it is dealt to him/her.
2. Put that card in the non-dominant hand so it faces him/her.
3. Hold the cards in the dominant hand.
4. Repeat Steps 1-3 until holding all the dealt cards.
5. Arrange the cards by moving them so matching cards are next to each other.
6. Put any sets of four matched cards face-down on the table.
7. When it is his/her turn, ask any other player for a card which matches one in his/her hand.
8. If given the matching card, place it besides the others in his/her hand and repeat step 6.
9. If not given the matching card, draw one card from the pond.
10. If the drawn card matches the card asked for, put it in his/her hand and repeat step 6.
11. If the drawn card does not match the cards asked for, lose a turn to the next player.
12. Look for card sets of four and place them face-down on the table.
13. If asked for a card he/she has, give it to the asking player.
14. If asked for a card he/she does not have, tell the player to "go fish."
15. If he/she uses all the cards from his/her hand, draw one card from the pond.
16. Repeat Steps 7-15 until sets have been made of all the cards.

c.
1951 Ed-U-Cards Corp.
60 Austin Blvd.,
Commack, New York

Cards - Go Fish

Objective: Given a deck of Fish Cards, the learner will hold the cards so others can't see them, ask other players for cards to match sets in his/her hand and give cards to other players who ask for them, until all cards have been made into sets and a player with the most cards is declared the winner. (16 Steps.)

Steps: The learner will:	Students' Names												
1. Pick up the card with the dominant hand as it is dealt to him/her.													
2. Put that card in the non-dominant hand so it faces him/her.													
3. Hold the cards in the dominant hand.													
4. Repeat steps 1-3 until holding all the dealt cards.													
5. Arrange the cards by moving them so matching cards are next to each other.													
6. Put any sets of four matched cards face-down on the table.													
7. When it is his/her turn, ask any other player for a card which matches one in his/her hand.													
8. If given the matching card, place it besides the others in his/her hand and repeat step 6.													
9. If not given the matching card, draw one card from the pond.													
10. If the draw card matches the card asked for, put it in his/her hand and repeat Step 6.													

(Continued)

Cards - Go Fish (Continued)

	Students' Names				
Steps: The Learner will:					
11. If the drawn card does not match the cards asked for, lose a turn to the next player.					
12. Look for card sets of four and place them face down on the table.					
13. If asked for a card he/she has, give it to the asking player.					
14. If asked for a card he/she does not have, tell the player to "go fish."					
15. If he/she uses all the cards from his/her hand, draw one card from the pond.					
16. Repeat steps 7-15 until sets have been made of all the cards.					

Cards - Old Maid

Card Game

Objectives: Given a deck of Old Maid Cards, the learner will pick up and hold cards so others can't see them, place matched pairs from the hand on the table and either select cards from other player's hands or hold his/her cards out for selection by other players. (15 Steps.)

Entering Skills Required: Ability to hold cards, and match pairs of cards.

Materials: Old Maid Cards

Procedure: Any number of children may be seated at a table with all the Old Maid Cards dealt to them.

Steps: The learner will:

1. Pick up the dealt cards with the dominant hand.
2. Hold the cards in the non-dominant hand, picture facing him/her.
3. Repeat Steps 1-2 until all cards are held in the non-dominant hand.
4. Look at the cards to match two cards of the same number and picture.
5. With the dominant hand pick these two matching cards out of the hand of cards.
6. Place the matched cards face-up on the table.
7. Repeat Steps 4-6 until all pairs are picked out of the hand.
8. Pick one card from the hand of the player on the right.
9. Place that new card in his/her own hand of cards.
10. Repeat Steps 4-6.
11. Hold his/her cards up with the backs facing the next player to allow one card to be picked from the hand.
12. Wait quietly until the next turn.
13. Repeat Steps 8-12 with each player taking turns.
14. Sit quietly as a winner when all of his/her cards are matched and discarded.
15. Follow the rule that the last player in the game is the Old Maid and the game is completed.

Teaching Hints: The Old Maid is the person holding the Old Maid card when all other cards have been paired. You may want to use larger cards and/or fewer of the pairs with younger children. Working on matching the cards prior to playing the game may be helpful.

c.
1968 Milton Bradley Co.,
Springfield, Mass., 01101

Cards - Old Maid

Objective: Given a deck of Old Maid Cards, the learner will pick up and hold cards so others can't see them, place matched pairs from the hand on the table and either select cards from other player's hands or hold his/her cards out for selection by other players. (15 Steps.)

Steps: The learner will:	Students' Names										
1. Pick up the dealt cards with the dominant hand.											
2. Hold the cards in the non-dominant hand, picture facing him/her.											
3. Repeat Steps 1-2 until all cards are held in the non-dominant hand.											
4. Look at the cards to match two cards of the same number and picture.											
5. With the dominant hand pick these two matching cards out of the hand of cards.											
6. Place the matched cards face-up on the table.											
7. Repeat Steps 4-6 until all pairs are picked out of the hand.											
8. Pick one card from the hand of the player on the right.											
9. Place that new card in his/her own hand of cards.											
10. Repeat Steps 4-6.											
11. Hold his/her cards up with the backs facing the next player to allow one card to be picked from the hand.											
12. Wait quietly until the next turn.											
13. Repeat Steps 8-12 with each player taking turns.											
14. Sit quietly as a winner when all of his/her cards are matched and discarded.											
15. Follow the rule that the last player in the game is the Old Maid and the game is completed.											

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Cards - Slap Jack

Card Game

Objective: Given Slap Jack Cards, the learner will turn over cards and attempt to collect all the cards by being the first player to "Slap the Jack" each time it turns up. (11 Steps.)

Entering Skills Required: Fine motor control, recognition of Jacks.

Materials: Slap Jack Cards.

Procedure: Two to six players are seated at a table. The cards are shuffled and the deck dealt to them. Play begins to the left of the dealer and continues in turn.

Steps: The learner will:

1. Wait while the cards are dealt.
2. Pile the cards dealt face-down on the table.
3. Pick up the top card of the pile.
4. Immediately place the card face-up in the middle of the table.
5. Wait quietly while the other players play.
6. Repeat steps 3-5, making one large stack of cards.
7. Watch for a jack to turn up.
8. Reach out immediately to "slap the jack."
9. Collect the pile of cards; if first to "slap the jack."
10. Shuffle these cards and place them at the bottom of the pile.
11. Repeat steps 3-10 until one player has collected all the cards.

Teaching Hints: If more than one player slaps at the jack, the player whose hand is directly on top of it wins the pile. If a player slaps at a card and it is not a jack, the player must give his/her top card to the player who placed the card on the table.

Cards - Slap Jack

Objective: Given Slap Jack Cards, the learner will turn over cards and attempt to collect all the cards by being the first player to "slap the jack" each time it turns up. (11 Steps.)

Steps: The student will:	Students' Names								
1. Wait while the cards are dealt.									
2. Pile the cards dealt face-down on the table.									
3. Pick up the top card of the pile.									
4. Immediately place the card face-up in the middle of the table.									
5. Wait quietly while the other players play.									
6. Repeat steps 3-5, making one large stack of cards.									
7. Watch for a jack to turn up.									
8. Reach out immediately to "slap the jack."									
9. Collect the pile of cards; if first to "slap the jack."									
10. Shuffle these cards and place them at at the bottom of the pile.									
11. Repeat steps 3-10 until one player has collected all the cards.									

Cards - Snap

Card Game

Objective: Given "Snap Cards", the learner will turn over the top card in turn and try to collect all cards by being the first to call "Snap" when two like cards turn up. (11 Steps)

Entering Skills Required: Matching, Fine Motor ability to turn over cards

Materials: Snap Cards

Procedure: Three to eight players are seated at a table. The cards are shuffled and the entire deck dealt. Play begins to the left of the dealer and continues in turn.

Steps: The learner will:

1. Wait while all the cards are dealt.
2. Pile the cards dealt face-down on the table.
3. Pick up the top card from that pile.
4. Immediately place that card face-up in the middle of the table.
5. Wait quietly while other players play.
6. Repeat steps 3-5 making a stack of his/her own cards face-up in front of him/her.
7. Watch for two like cards to be showing on the table at the same time.
8. Call out "Snap" when such a match occurs.
9. Take all the cards in the two face-up stacks on which the like cards appear; if first to call "Snap."
10. Place these cards face-down under his/her pile.
11. Repeat Steps 1-10 until one player has all the cards.

c.
Western Publ. Co.,
Racine, Wisc., 53404

Cards - Snap

Objective: Given "Snap Cards", the learner will turn over the top card in turn and try to collect all cards by being the first to call "Snap" when two like cards turn up. (11 Steps.)

Steps: The learner will:	Students' Names											
1. Wait while all the cards are dealt.												
2. Pile the cards dealt face-down on the table.												
3. Pick up the top card from that pile.												
4. Immediately place that card face up in the middle of the table.												
5. Wait quietly while other players play.												
6. Repeat steps 3-5 making a stack of his/her own cards face up in front of him/her.												
7. Watch for two like cards to be showing on the table at the same time.												
8. Call out "Snap" when such a match occurs.												
9. Take all the cards in the two face up stacks on which the like cards appear; if first to call "Snap."												
10. Place these cards face down ~~under~~ under his/her pile.												
11. Repeat Steps 1-10 until one player has all the cards.												

Cards - War

Card Game

Objective: Given a deck of cards, the learner will turn over cards, going to "war" when matching cards turn up, thereby trying to win all the cards.

Entering Skills Required: Fine motor, matching skills.

Materials: A deck of playing cards and two or more players.

Procedure: Children seated at a table across from each other; the entire deck dealt to the players who pile them in front of them. The winner is the person with all the cards at the end of the game.

Steps: The learner will:

1. Pile the cards dealt face-down on the table.
2. Pick up the top card of the pile of dealt cards.
3. Place that card face-up on the table making a playing pile at the same time the other players do so.
4. Look at the face-up cards to determine which card is highest.
5. Pick up all the playing piles, if his/her card is the highest.
6. Place these cards in his/her face-up pile of cards.
7. Repeat Steps 2-6 until the original pile of cards has been used.
8. Declare "war" if two face-up cards are of equal value.
9. When war is declared, each player in the war will put two cards face-down on the playing pile.
10. Turn up the next card, placing it on the playing pile.
11. Repeat Steps 4-7.
12. When his/her dealt pile is used, turn the face-up pile over so it becomes the new playing pile.
13. Repeat Steps with new pile until one player has all the cards.

Teaching Hints: Take the King, Queen and Jack out of the deck for younger players who do not understand their value.

c.
1975 Western Publ. C.,
Racine, Wisc., 53404

Cards - War

Objective: Given a deck of cards, the learner will turn over cards, going to "war" when matching cards turn up, thereby trying to win all the cards.

Steps: The learner will:	Students' Names											
1. Pile the cards dealt face-down on the table.												
2. Pick up the top card of the pile of dealt cards.												
3. Place that card face-up on the table making a playing pile at the same time the other players do so.												
4. Look at the face-up cards to determine which card is highest.												
5. Pick up all the playing piles, if his/her card is the highest.												
6. Place these cards in his/her face-up pile of cards.												
7. Repeat Steps 2-6 until the original pile of cards has been used.												
8. Declare "war" if two face-up cards are of equal value.												
9. When war is declared, each player in the war will put two cards face-down on the playing pile.												
10. Turn up the next card, placing it on the playing pile.												
11. Repeat Steps 4-7.												
12. When his/her dealt pile is used, turn the face-up pile over so it becomes the new playing pile.												
13. Repeat Steps with new pile until one player has all the cards.												

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Catching a Playground Ball

Skill Activity

Objective:	Given an 8" playground ball, the learner will catch it, two out of three times, when thrown at him/her. (8 Steps.)
Entering Skills Required:	Gross motor skills and eye-hand coordination
Materials:	8" playground ball
Procedure:	The children will stand in a circle ready to catch the ball.
Steps:	The learner will: 1. Stand with feet shoulder width apart. 2. Bend arms at elbows so hands are extended. 3. Spread the fingers wide apart. 4. Position eyes on ball. 5. Bring hands together around the ball, when it comes. 6. Step back and/or shift weight back. 7. Simultaneously pull the ball into the body. 8. Repeat for at least two out of three times.
Teaching Hints:	To help teach this skill, stand behind and help the catcher get his/her hands out and ready, and help close their hands around the ball. At first, it helps to trap the ball against the body. A beach ball is a good lead-up for younger kids. Basketball is good for older kids.

Catching a Playground Ball

Objective: Given an 8" playground ball, the learner will catch it, two out out of three times, when thrown at him/her. (8 Steps.)

Steps: The learner will:	Students' Names													
1. Stand with feet shoulder width apart.														
2. Bend arms at elbows so hands are extended.														
3. Spread the fingers wide apart.														
4. Position eyes on ball.														
5. Bring hands together around the ball, when it comes.														
6. Step back and/or shift weight back.														
7. Simultaneously pull the ball into the body.														
8. Repeat for at least two out of three times.														

Checkers

Table Game

Objective: Given a checkerboard and checkers, the learner will set up and play, moving checkers across the board and jumping the opponent's checkers until only one color checkers remain. (14 Steps.)

Entering Skills Required: Recognition of empty squares, red and black colors, direction of travel (forward-diagonal) jump and capture concepts.

Materials: Checkerboard and Checkers.

Procedure: Two players will sit opposite each other with the open checkerboard between them.

Steps: The learner will:

1. Choose checkers of one color to represent him/her during the game.
2. Put each of the twelve checkers on the twelve black square nearest him/her.
3. Move one of the checkers from the front line forward-diagonally to an unoccupied bordering black square.
4. Wait quietly while the other person plays.
5. Move his/her checkers one at a time alternately with the other player throughout the game.
6. Only move forward to unoccupied black squares.
7. Jump and capture opponents checkers when possible (if that checker is in the next forward-diagonal square with an empty black square behind it.)
8. Make a series of jumps and captures during one move if successive jumps in a straight zigzag forward direction are possible.
9. Remove captured checkers from the board.
10. Allow his/her checkers from the board if they are captured.
11. Attempt to get his/her checkers to the opponents back line of squares so they can be kinged.
12. King an opponents checker who lands on his/her back line by placing one of the captured men on top of it.
13. Move a king in any direction on the unoccupied black spaces.
14. Continue in alternate plays until only one persons checkers remain on the board and is declared the winner.

Teaching Hints: Use with higher level kids. Possibly put arrows on board to show direction of travel. Don't play with kings until the regular game is understood.

c.
1970 Milton Bradley
Springfield, Mass., 01101

Checkers

Objective: Given a checkerboard and checkers, the learner will set up and play, moving checkers across the board and jumping the opponent's checkers until only one color checkers remain. (14 steps.)

Steps: The learner will:	Students' Names												
1. Choose checkers of one color to represent him/her during the game.													
2. Put each of the twelve checkers on the twelve black square nearest him/her.													
3. Move one of the checkers from the front line forward-diagonally to an unoccupied black square.													
4. Wait quietly while the other person plays.													
5. Move his/her checkers one at a time alternately with the other player throughout the game.													
6. Only move forward to unoccupied black square.													
7. Jump and capture opponents checkers when possible (if that checker is in the next forward-diagonal square with an empty black square behind it.)													
8. Make a series of jumps and captures during one move if successive jumps in a straight zigzag forward direction are possible.													
9. Remove captured checkers from the board.													
10. Allow his/her checkers from the board if they are captured.													
11. Attempt to get his/her checkers to the opponents back line of squares so they can be kinged.													
12. King an opponent's checker who lands on his/her back line by placing one of the captured men on top of it.													

(Continued)

Checkers (Continued)

Steps: The learner will:	Students' Names											
13. Move a king in any direction on the unoccupied black space												
14. Continue in alternate plays until only one persons checkers remain on the board and is declared the winner.												

Chutes and Ladders

Table Game

Objective: Given a Chutes and Ladders Game, the learner will spin the spinner and move his/her figure to be the first person to reach square #100. (11 Steps.)

Entering Skills Required: Rote count to six, fine motor skills, top and bottom concept.

Materials: Chutes and Ladder Game.

Procedure: Two to four players seated around the playing board. Each player spins one time per turn and moves his/her figure. A figure landing on a square at the bottom of a ladder may move his/her figure to the square at the top of it. A figure landing on a square at the top of a chute must move to a square at the bottom of the chute. Two figures may stop on any one square. The winner must reach square #100 by spinning the exact number needed to land there, or by going up the ladder #80. The first player to reach square #100 is the winner.

Steps: The learner will:

1. Choose a figure to represent him/her.
2. Place that figure on the playing board next to square #1.
3. Push the spinner with his/her finger.
4. Wait quietly while each player has a turn to determine who has the highest number and spins first.
5. Push the spinner again for his/her first turn.
6. Look at the number the spinner points to.
7. Move his/her figure one square for each number on the spinner.
8. Wait quietly while the other players have a turn.
9. If his/her figure lands on a square at the bottom of a ladder, move to the square at the top of that ladder.
10. If his/her figure lands on a square at the top of a chute, move the figure down the chute to the square at the bottom of it.
11. Repeat Steps 5-10 until a winner reaches square #100.

c.
1974 Milton Bradley Co.,
Springfield, Mass.,

Chutes and Ladders

Objective: Given a Chutes and Ladders Game, the learner will spin the spinner, and move his/her figure. to be the first person to reach square #100. (11 Steps.)

Steps: The learner will:	Students' Names											
1. Choose a figure to represent him/her.												
2. Place that figure on the playing board next to square #1.												
3. Push the spinner with his/her finger.												
4. Wait quietly while each player has a turn												
to determine who has the highest number and spins first.												
5. Push the spinner again for his/her first turn.												
6. Look at the number the spinner points to.												
7. Move his/her figure one square for each number on the spinner.												
8. Wait quietly while the other players have a turn.												
9. If his/her figure lands on a square at the bottom of a ladder, move to the square at the top of that ladder.												
10. If his/her figure lands on a square at the top of a chute, move the figure down the chute to the square at the bottom of it.												
11. Repeat Steps 5-10 until a winner reaches square #100.												

Coloring Sequence

Skill Activity

Objective: Given crayons and a form to color on, the learner will outline and color the picture with no more than 3 mistakes outside the forms. (12 Steps.)

Entering Skills Required: Gross motor control; fine motor and eye-hand coordination

Materials: Crayons and forms on paper to color.

Procedure: The child will be seated at a table with the form to color in front of him/her.

Steps: The learner will:

1. Hold the crayons.
2. Scribble randomly on the page.
3. Make random strokes in, on or near the design or form.
4. Make parallel strokes on the paper.
5. Make parallel strokes (3-5) within the design or form.
6. Color 25% (or at least 10 strokes) of a 5 inch design or form.)
7. Color 50% (or at least 20 strokes) of a 5 inch design or form.
8. Color 75% (or at least 30 strokes) of a 5 inch design or form.
9. Color all (or at least 40 strokes) of a 5 inch design or form.
10. Color all (or at least 40 strokes) of a 5 inch design or form with no more than 3 mistakes outside the form.
11. Color different parts of the picture different colors (use a variety of crayons.)
12. Outline the picture with the crayon before beginning to color them.

Coloring Sequence

Objective: Given crayons and a form to color on, the learner will outline and color the picture with no more than 3 mistakes outside the forms. (12 Steps.)

Steps: The learner will:	Students' Names													
1. Hold the crayons.														
2. Scribble randomly on the page.														
3. Make random strokes in, on or near the design or form.														
4. Make parallel strokes on the paper.														
5. Make parallel strokes (3-5) within the design or form.														
6. Color 25% (or at least 10 strokes) of a 5 inch design or form.)														
7. Color 50% (or at least 20 strokes) of a 5 inch design or form.														
8. Color 75% (or at least 30 strokes) of a 5 inch design or form.														
9. Color all (or at least 40 strokes) of a 5 inch design or form.														
10. Color all (or at least 40 strokes) of a 5 inch design or form with no more than 3 mistakes outside the form.														
11. Color different parts of the picture different colors (use a variety of crayons.)														
12. Outline the picture with the crayon before beginning to color them.														

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Come-A-Long

Active Circle Game

Objective: Given music and a circle of players, the learner will walk around the circle until chosen to join the inner circle and then choose another player to join the inner circle, walking until the music stops and all players run back to a place in the original circle. (12 Steps.)

Entering Skills Required: Mobility, recognition of opposite sex, distinguish between music and no music.

Materials: Music.

Procedure: Players form a circle around one player; as music begins players walk around the circle and the inner player joins hands with, and chooses another player to walk with him/her inside the circle.

Steps: The learner will:

1. Stand in place on the circle waiting for the music to begin.
2. Walk around the circle when the music begins.
3. Go into the circle if chosen by "it."
4. Join hands with "it."
5. Walk around in the circle.
6. Choose a person of the opposite sex to be "it" and join the inner circle.
7. Join hands with that person.
8. Continue walking around in the circle until the music stops.
9. Run back to the circle when the music stops.
10. Become "it" if he/she is the last one back into place in the circle.
11. Remain in the circle and be "it."
12. Repeat Steps 5-11.

Come-A-Long

Objective: Given music and a circle of players, the learner will walk around the circle until chosen to join the inner circle and then choose another player to join the inner circle, walking until the music stops and all players run back to a place in the original circle. (12 Steps.)

Steps:	The learner will:	Students' Names												
1.	Stand in place on the circle waiting for the music to begin.													
2.	Walk around the circle when the music begins.													
3.	Go into the circle if chosen by "it."													
4.	Join hands with "it."													
5.	Walk around in the circle.													
6.	Choose a person of the opposite sex to be "it" and join the inner circle.													
7.	Join hands with that person.													
8.	Continue walking around in the circle until the music stops.													
9.	Run back to the circle when the music stops.													
10.	Become "it" if he/she is the last one back into place in the circle.													
11.	Remain in the circle and be "it."													
12.	Repeat Steps 5-11.													

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Cootie Game

Table Game

Objective: Given a Cootie Game with die and cootie parts, the learner will roll the die, acquire the corresponding Cootie parts, and complete his/her own cootie. (12 Steps.)

Entering Skills Required: Fine motor and matching.

Materials: Cootie Game with die and cootie parts.

Procedure: Two to four players are seated around the cootie board which has the parts in the correct places. Each player rolls the die and the player with the high score begins the game which continues until a player wins by completing his cootie first. Cootie parts are acquired by rolling dice of a corresponding number. The body/tail are #1 and must be acquired first, the head is #2 and must be acquired second. After that, the legs, eyes, ears and tongue may be acquired in any order. A free roll is taken after any part is acquired.

Steps: The learner will:

1. Roll the die.
2. Look at the number rolled.
3. If the number rolled is not a 1, wait quietly for next turn.4
4. If the number rolled is a 1, match it with the corresponding game part. (Body/tail on the board.)
5. Pick up the body and tail.
6. Roll the die again.
7. If the number rolled is not a 2, wait quietly for next turn.
8. If the number rolled is a 2, match it with the corresponding game part (head) on the board.
9. Pick up the head.
10. Attach the cootie head to the body.
11. Roll the die for another turn.
12. Repeat Steps 6-11 acquiring the remaining parts until a Cootie is completed.

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Cootie Game

Objective: Given a Cootie Game with die and cootie parts, the learner will roll the die, acquire the corresponding Cootie parts and complete his/her own cootie. (12 Steps.)

Steps:	The learner will:	Students' Name											
1.	Roll the die.												
2.	Look at the number rolled.												
3.	If the number rolled is not a 1, wait quietly for next turn.												
4.	If the number rolled is a 1, match it with the corresponding game part. Body/tail on the board.)												
5.	Pick up the body and tail.												
6.	Roll the die again.												
7.	If the number rolled is not a 2, wait quietly for next turn.												
8.	If the number rolled is a 2, match it with the corresponding game part (head) on the board.												
9.	Pick up the head.												
10.	Attach the cootie head to the body.												
11.	Roll the die for another turn.												
12.	Repeat Steps 6-11 acquiring the remaining parts until a Cootie is completed.												

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Cutting with a Scissors

Skill Activity

Objective: Given a scissors and paper, the learner will cut the paper with a scissors. (9 Steps.)

Entering Skills Required: Finger and hand control, opposition, identify thumb, forefinger and middle finger.

Materials: Scissors and paper

Procedure: The child will be seated at a table with the materials in front of him/her.

Steps: The learner will:

1. Pick up the closed bladed end of the scissors with the non-dominant hand, blades pointing up.
2. Place thumb of the dominant hand into the closest hole in the scissors up to the first knuckle.
3. Place the middle finger of the dominant hand into the other hole in the scissors up to between the first and second knuckle.
4. Curl the forefinger around the stem of the handle directly above the 3rd finger.
5. Grasp the paper with the non-dominant hand and hold it parallel to the work surface.
6. Spread the thumb and forefinger of the dominant hand so that the scissors is open 1/2 way.
7. Place the paper against the point of the V made by the scissors blade.
8. Sqeeze the thumb and fingers together until the blades close completely.
9. Repeat Steps 4-7.

Teaching Hints: Manual guidance or the use of a helping scissors may be necessary. Random cutting is learned before cutting on a line.

Cutting with a Scissors

Objective: Given a scissors and paper, the learner will cut the paper with a scissors. (9 Steps.)

Steps: The learner will:	Students' Names											
1. Pick up the closed bladed end of the scissors with the non-dominant hand, blades pointing up.												
2. Place thumb of the dominant hand into the closest hole in the scissors up to the first knuckle.												
3. Place the middle finger of the dominant hand into the other hole in the scissors up to between the first and second knuckle.												
4. Curl the forefinger around the stem of the handle directly above the 3rd finger												
5. Grasp the paper with the non-dominant hand and hold it parallel to the work surface.												
6. Spread the thumb and forefinger of the dominant hand so that the scissors is open 1/2 way.												
7. Place the paper against the point of the V made by the scissors blade.												
8. Squeeze the thumb and fingers together until the blades close completely.												
9. Repeat Steps 4-7.												

Did You Ever See a Lassie?

Active Singing Game

Objective: Given the music for, "Did You Ever See a Lassie", the learner will follow the sequence for physical actions to the song as directed. (15 Steps.)

Entering Skills Required: Mobility and motor skills, ability to iniate and imitate.

Materials: Record and record player. (Optional), or sing the song.

Procedure: The children will join hands to form a circle with one child in the center.

Steps: The learner will:

If part of the circle:
1. Keep hands joined.
2. Walk around the circle.
3. Hum or sing the song.
4. Stop walking.
5. Drop hands.
6. Look at the center child.
7. Imitate the actions of the center child.
8. Move to the center of the circle.

   If chosen to be "it":
9. Join hands.
10. Repeat steps 1-9.

    If choosen to be "it":
11. Stand in the circle.
12. Perform a new action when the circle stops moving.
13. Choose a new player to be "it" by pointing to them.
14. Join the circle.
15. Repeat Steps 1-10.

Did You Ever See a Lassie?

Objective: Given the music for, "Did You Ever See a Lassie", the learner will follow the sequence for physical actions to the song as directed. (15 Steps.)

Students' Names

Steps: The Learner will:																
If part of the circle: 1. Keep hands joined.																
2. Walk around the circle.																
3. Hum or sing the song.																
4. Stop walking.																
5. Drop hands.																
6. Look at the center child.																
7. Imitate the actions of the center child.																
8. Move to the center of the circle,																
If chosen to be it: 9. Join hands.																
10. Repeat steps 1-9.																
If choosen to be "it"; 11. Stand in the circle.																
12. Perform a new action when the circle stops moving.																
13. Choose a new player to be "it" by pointing to them.																
14. Join the circle.																
15. Repeat Steps 1-10.																

Dodgeball
(Circle)

Active Game

Objective: Given a soft 8" ball in a game of dodgeball, the learner will stand on the circle throwing the ball to hit the children within the circle below the waist, and/or will stand in the circle, dodging balls thrown at him/her. (12 Steps.)

Entering Skills Required: Mobility, throwing, catching and dodging skills.

Procedure: Half of the children will form a circle: the other half will scatter within the circle. When only one child remains in the circle, the second half of the circle goes in the middle.

Steps: The learner will, (when part of the circle):

1. Stay within the general area of the circle.
2. Stop the ball as it rolls toward him/her.
3. Get the ball and return to the circle if it rolls out of the circle.
4. Aim and throw the ball at the children in the circle.
5. Hit the children within the circle below the waist.
6. Wait in position until the ball comes toward him/her again.
7. Repeat Steps 1-6 until only one player remains within the circle.

THE LEARNER WHEN WITHIN THE CIRCLE WILL:

8. Stay within the circle.
9. Look to see who has the ball and where it is coming from.
10. Move around within the circle keeping away from ball thrower.
11. Jump or dodge the ball if it comes toward him/her.
12. Join outer part of circle when hit below waist with ball.

Dodgeball
(Circle)

Objective: Given a soft 8" ball in a game of dodgeball, the learner will stand on the circle throwing the ball to hit the children within the circle below the waist, and/or will stand in the circle, dodging balls thrown at him/her. (12 Steps.)

	Students' Names											
Steps: The learner will, (when part of the circle):												
1. Stay within the general area of the circle.												
2. Stop the ball as it rolls toward him/her.												
3. Get the ball and return to the circle if it rolls out of the circle.												
4. Aim and throw the ball at the children in the circle.												
5. Hit the children within the circle below the waist.												
6. Wait in position until the ball comes toward him/her again.												
7. Repeat Steps 1-6 until only one player remains within the circle.												
THE LEARNER WHEN WITHIN THE CIRCLE WILL:												
8. Stay within the circle.												
9. Look to see who has the ball and where it is coming from.												
10. Move around within the circle keeping away from ball thrower.												
11. Jump or dodge the ball if it comes toward him/her.												
12. Join outer part of circle when hit below waist with ball.												

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Dodge Ball
(Scatter)

Active Game

Objective: Given several balls and an opposing team on one side of the area, the learner will throw the balls to hit the opponents and/or will dodge balls to avoid being hit by them. (12 Steps.)

Entering Skills Required: Mobility, throwing and dodging skills.

Materials: Several 8" playground balls and dividing line.

Procedure: Two teams of equal numbers are each scattered on separate sides of a line dividing the playing area. Each team is given several balls which they throw on the signal "Go."

Steps: The learner will:

1. Stand on that team's side of the dividing area.
2. Look for on-coming balls.
3. Move to catch, but not be hit by, on-coming balls.
4. Retrieve loose balls.
5. Run up to or one step over center line.
6. Look and aim at an opponent.
7. Throw the ball at the opponent.
8. Look at on-coming balls.
9. Move away from on-coming balls.
10. Sit on the side if hit by the ball.
11. Sit on the side if the opponent catches a ball you've thrown before it bounces.
12. Repeat Step 1-11 until no players remain on one side.

Dodge Ball

(Scatter)

Objective: Given several balls and an opposing team on one side of the area, the learner will throw the balls to hit the opponent's and/or will dodge balls to avoid being hit by them. (12 Steps.)

Steps:	The learner will:	Students' Names										
1.	Stand on that team's side of the dividing area.											
2.	Look for on-coming balls.											
3.	Move to catch, but not be hit by on-coming balls.											
4.	Retrieve loose balls.											
5.	Run up to or one step over center line.											
6.	Look and aim at an opponent.											
7.	Throw the ball at the opponent.											
8.	Look at on-coming balls.											
9.	Move away from on-coming balls.											
10.	Sit on the side if hit by the ball.											
11.	Sit on the side if the opponent catches a ball you've thrown before it bounces.											
12.	Repeat Step 1-11 until no players remain on one side.											

Don't Break the Ice

Table Game

Objective: Given a Don't Break the Ice Game, the learner will in turn tap out blocks of ice with the mallet without causing the figure to fall through the ice. (6 Steps.)

Entering Skills Required: Eye-hand coordination.

Materials: A Don't Break the Ice Game, with ice blocks, mallets and a plastic figure.

Procedure: Before the game begins, insert the ice blocks into the frame, placing the large block anywhere desired. Put the frame on its legs and insert the man into the large block. Two to four players are seated with the game between them. The person who knocks the figure through the ice is the loser.

Steps: The learner will:

1. Hold a mallet by the handle with the dominant hand.
2. Choose a block of ice, by touching it, to tap this turn.
3. Tap on that block with the mallet head.
4. Continue tapping that block only until it falls through the ice.
5. Wait quietly while the other players have their turn.
6. Repeat Steps 1-5 until someone taps out a block of ice that causes the figure to fall through the ice.

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Don't Break the Ice

Objective: Given a Don't Break the Ice Game, the learner will in turn tap out blocks of ice with the mallet without causing the figure to fall through the ice. (6 Steps.)

Steps:	The learner will:	Students' Names													
1.	Hold a mallet by the handle with the dominant hand.														
2.	Choose a block of ice, by touching it, to tap this turn.														
3.	Tap on that block with the mallet head.														
4.	Continue tapping that block only until it falls through the ice.														
5.	Wait quietly while the other players have their turn.														
6.	Repeat Steps 1-5 until someone taps out a block of ice that causes the figure to fall through the ice.														

Drop in the Bucket

Table Game

Objective: Given a "Drop in the Bucket Game" with Flip Flop Happy Face and Marbles, the learner will take turns dropping his/her marbles from chest height into the bucket. (7 steps.)

Entering Skills Required: Eye-hand coordination; fine motor skill

Materials: Drop in the Bucket Game with a bucket with Flip-Flop Happy Face tray and 12 marbles, 3 each of 4 colors.

Procedure: The bucket is set on the floor between the one to four standing players. Each player drops his/her marbles one at a time, taking turns until all marbles are dropped. No marble can be retrieved that has dropped into the bucket. If the marble pops out of the bucket, it can be re-used at a later turn. After all marbles have been dropped the score is totaled to determine the winner.

Steps: The learner will:

1. Select 3 marbles of the same color to represent him/her during the game.
2. Stand over the bucket.
3. Hold one marble chest high over the bucket.
4. Drop the marble into the Happy Face tray.
5. Wait for the next turn.
6. Repeat Steps 2-4 until all marbles have been dropped.
7. Total the scores to determine the winner.

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Drop in the Bucket

Objective: Given a "Drop in the Bucket Game", with Flip Flop Happy Face and Marbles, the learner will take turns dropping his/her marbles from chest height into the bucket. (7 steps.)

Steps: The learner will:	Students' Names												
1. Select 3 marbles of the same color to represent him/her during the game.													
2. Stand over the bucket.													
3. Hold one marble chest high over the bucket.													
4. Drop the marble into the Happy Face tray.													
5. Wait for the next turn.													
6. Repeat Steps 2-4 until all marbles have been dropped.													
7. Total the scores to determine the winner.													

Don't Spill the Beans

Table Game

Objective: Given a "Don't Spill the Beans Game", and beans, the learner will place a bean on the pot in turn, without spilling the pot until all his/her beans are in the pot. (6 Steps.)

Entering Skills Required: Fine motor skills.

Materials: A Don't Spill the Beans Game and Beans.

Procedure: Two to four children will sit around the bean pot which has been made perfectly level on the stand. The beans are divided equally among all the players. The lid is left on the empty bean pot and the beans placed on top the lid for the game.

Steps: The learner will:

1. Pick up one bean from his/her pile of beans.
2. Drop the bean onto the top of the pot.
3. Wait quietly while the other players take a turn.
4. Repeat Steps 1-3 until the pot of beans spills.
5. Add the spilled beans to his/her pile if his/her bean caused them to spill.
6. Repeat Steps 1-5 until a player runs out of beans.

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Don't Spill the Beans

Objective: Given a "Don't Spill the Beans Game", and beans, the learner will place a bean on the pot in turn, without spilling the pot until all his/her beans are in the pot. (6 Steps.)

Steps: The learner will:	Students' Names												
1. Pick up one bean from his/her pile of beans.													
2. Drop the bean onto the top of the pot.													
3. Wait quietly while the other players take a turn.													
4. Repeat Steps 1-3 until the pot of beans spills.													
5. Add the spilled beans to his/her pile if his/her beans caused them to spill.													
6. Repeat Steps 1-5 until a player runs out of beans.													

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Down the Drain

Table Game

Objective: Given a "Down the Drain Game," the learner will, on the signal "go", retrieve coins from the bottom of the drain, using a retriever to score the greatest number of points and win the game. (8 Steps.)

Entering Skills Required: Eye-hand coordination; fine motor skill.

Materials: Drain Pipe, Magnetic Coin Retrievers, and Coins.

Procedure: One to four children sit on the floor around the drain which contains all the coins. Each player has a retriever which is to be held only by the handle. On the signal "go", all players simultaneously drop the magnet end of the retriever down the drain and begin raising coins.

Steps: The learner will:

1. Hold the retriever by the handle.
2. Drop the magnet end of the line down through grate on the signal "go."
3. Move the magnet to drop directly on the center of the coin.
4. Lift the retriever and coin slowly to the top of the drain.
5. Maneuver the coin through the drain.
6. Remove the coin from the retriever.
7. Place the coins in a pile near them.
8. Repeat Steps 1-7 until all the coins are removed from the drain.

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Down the Drain

Objective: Given a "Down the Drain Game, the learner will on the signal "go" retrieve coins from the bottom of the drain using a retriever to score the greatest number of points and win the game. (8 Steps.)

	Students' Names												
Steps: The learner will:													
1. Hold the retriever by the handle.													
2. Drop the magnet end of the line down through grate on the signal "go."													
3. Movo the magnet to drop directly on the center of the coin.													
4. Lift the retriever and coin slowly to the top of the drain.													
5. Maneuver the coin through the drain.													
6. Remove the coin from the retriever.													
7. Place the coin in a pile near them.													
8. Repeat Steps 1-7 until all the coins are removed from the drain.													

Drop Dead

Table Game

Objective: Given a "Drop Dead Game," the learner will roll the dice avoiding a skull to score the most points after five rounds of play. (11 Steps.)

Entering Skills Required: Roll dice, addition.

Materials: A Drop Dead Game with 5 dice. (3 regular and 2 with a skull picture,) dice cup, score sheet and pencil.

Procedure: Any number of players seated around the game. The game consists of 5 rounds with the winner having the largest total at that time. The number of dice thrown on each roll may vary because each time a skull dice is rolled, a regular dice must be removed on the next round.

Steps: The learner will:

1. Shake the dice in the dice cup.
2. Roll all the dice out onto the table.
3. Add the numbers on all the dice.
4. Record this total in the appropriate box on the score sheet.
5. Count the number of dice which do not have skulls on them.
6. Enter this number in the smallest square inside the score box.
7. Wait while other players have a turn.
8. Look at the number written in the little box from his/her last turn. (See Step 6.)
9. Place that number of dice in the dice cup. (These must include the two skull dice.)
10. Repeat Steps 1-9 for five rounds.
11. Add the total score after five rounds to determine the highest score and winner.

Teaching Hints: This game can be made more complex by adding the rules of options and doubling. (See rules.) The teacher will need to assist with rules and scoring.

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Drop Dead

Objective: Given a "Drop Dead Game," the learner will roll the dice avoiding a skull to score the most points after five rounds of play. (11 Steps.)

Steps: The learner will:	Students' Names												
1. Shake the dice in the dice cup.													
2. Roll all the dice out onto the table.													
3. Add the numbers on all the dice.													
4. Record this total in the appropriate box on the score sheet.													
5. Count the number of dice which do not have skulls on them.													
6. Enter this number in the smallest square inside the score box.													
7. Wait while other players have a turn.													
8. Look at the number written in the little box from his/her last turn. (See Step 6.)													
9. Place that number of dice in the dice cup. (These must include the two skull dice.)													
10. Repeat Steps 1-9 for five rounds.													
11. Add the total score after five rounds to determine the highest score and winner.													

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Drop the Bean Bag

Active Circle Game

Objective: Given the game situation of "Drop the Bean Bag", the learner will sit until the bag is dropped behind him/her, run to catch "it", drop the bag behind someone else, and run to the free spot before being caught. (10 Steps.)

Entering Skills Required: Grasp and release object, raise to standing unaided, mobility.

Materials Needed: Bean Bag or rolled paper.

Procedure: The children are seated on the floor in a circle. One person is "it" and given the object.

Steps: The learner will:

1. Remain seated in the designated position of the circle.
2. Pick up the bean bag.
3. Stand and be known as "it" when the runner drops the bean bag behind him/her.
4. Run, chasing the runner around the circle toward the empty place.
5. Attempt to touch or tag the runner.
6. Walk around the outside of the circle.
7. Drop the bean bag behind another child.
8. Run around the circle away from the new "it."
9. Sit in the middle of the circle if caught.
10. Quickly sit in the vacant spot in the circle if not caught.

Teaching Hints: Different objects may be used to add variety. The children may be asked to close their eyes and listen for the object to drop. Carpet squares may be used with the lower students to help them maintain their position. The variation paper tag can be used with older groups -- a rolled up newspaper is dropped behind the person. That person chases and tries to hit "it" on the back with the newspaper.

Drop the Bean Bag

Objective: Given the game situation of "Drop the Bean Bag" the learner will sit until the bag is dropped behind him/her, run to catch "it", drop the bag behind someone else, and run to the free spot before being caught. (10 Steps.)

Steps:	The learner will:	Students' Names												
1.	Remain seated in the designated position of the circle.													
2.	Pick up the bean bag.													
3.	Stand and be known as "it" when the runner drops the bean bag behind him/her.													
4.	Run, chasing the runner around the circle toward the empty place.													
5.	Attempt to touch or tag the runner.													
6.	Walk around the outside of the circle.													
7.	Drop the bean bag behind another child.													
8.	Run around the circle away from the new "it."													
9.	Sit in the middle of the circle if caught.													
10.	Quickly sit in the vacant spot in the circle if not caught.													

Duck, Duck, Goose

Active Circle Game

Objective: Given the game situation of "Duck Duck Goose", the learner will sit until tapped on the head and labelled "the goose", and will tap children on the head and follow the "duck-duck-goose" sequence if he/she is unable to catch the runner. (11 Steps.)

Entering Skills Required: Ability to rise to standing; mobility.

Materials: None.

Procedure: The children will sit on the floor in a circle. The teacher designates a person to be "it."

Steps: The learner will:

1. Remain seated in their designated position in the circle.
2. Stand when the runner says "goose" and taps him/her on the head and then becomes the "goose."
3. Run, chasing the runner around the circle toward the empty place.
4. Attempt to touch the runner before he/she sits down.
5. If the "goose" tags the runner, the runner sits in the middle of the circle.
6. If the runner is not tagged, quickly sit in the vacant spot in the circle.
7. New goose walks around outside of the circle.
8. Tag each child lightly on the head as he/she passes them, and:
9. Say, "Duck" to each child.
10. Demonstrate who is to be the next "goose" by either physically or verbally saying "goose" and running from new "goose."
11. Repeat steps 1-11.

Teaching Hints: Have the tagged runner only sit in the circle for one turn so they have more opportunity to play again. Use the lower (even younger) children. Modify it for older kids to play paper tag and touch the person on the head with the paper.

Duck, Duck, Goose

Objective: Given the game situation of "Duck, Duck, Goose", the learner will sit until tapped on the head and labelled "the goose", and will tap children on the head and follow the "duck-duck-goose" sequence, if he/she is unable to catch the runner. (11 Steps.)

Steps: The learner will:	Students' Names												
1. Remain seated in the designated position in the circle.													
2. Stand when the runner says "goose" and taps him/her on the head and then becomes the "goose."													
3. Run, chasing the runner around the circle toward the empty place.													
4. Attempt to touch the runner before he/she sits down.													
5. If the "goose" tags the runner, the runner sits in the middle of the circle.													
6. If the runner is not tagged, quickly sit in the vacant spot in the circle.													
7. New goose walks around outside of the circle.													
8. Tag each child lightly on the head as he/she passes them, and:													
9. Say, "Duck" to each child.													
10. Demonstrate who is to be the next "goose" by either physically or verbally saying, "goose" and running from new "goose."													
11. Repeat steps 1-11.													

Farmer in the Dell

Active Circle Game

Objective: Given the music for "Farmer in the Dell", the learner will follow the directions for the motions of the game. (8 steps.)

Entering Skills Required: Mobility, ability to choose people, and him/her, or sing.

Materials Needed: Record and record player optional, or sing the song.

Procedure: The children will hold hands to form a circle with the Farmer in the center.

Steps: The learner will:

1. Keep hands joined.
2. Walk around the circle.
3. Sing or hum the song.
4. If chosen to be "it", go into the circle.
5. When "it", choose another player to be "it" and bring them into the circle.
6. Wait in the circle until the cheese has been chosen.
7. Go back to form the circle.
8. If chosen as the "cheese" stand alone in the circle.

Teaching Hints: The teacher chooses the first farmer and for games after that, the cheese becomes the farmer. Sequence goes: Farmer, Wife, Child, Nurse, Dog, Cat, Rat, Cheese. A hat or picture could be used to represent each thing in the song.

Farmer in the Dell

Objective: Given the music for "Farmer in the Dell", the learner will follow the directions for the motions of the game. (8 Steps.)

Steps: The Learner will:	Students' Names															
1. Keep hands joined.																
2. Walk around the circle.																
3. Sing or hum the song.																
4. If chosen to be "it", go into the circle.																
5. When "it", choose another player to be "it" and bring them into the circle.																
6. Wait in the circle until the cheese has been chosen.																
7. Go back to form the circle.																
8. If chosen as the "cheese" stand alone in the circle.																

Four Square

Active Game

Objective:

Given a square diagram and a ball, the learner will hit the ball to the next player when it is bounced to him/her or go to the waiting area if he/she commits a foul. (15 Steps.)

Entering Skills Required:

Mobility, ball handling skills including bouncing balls.

Materials:

A lettered square drawn on floor and 8" playground ball.

Procedure:

A child will stand in each of the four squares with the remainder of the children in the waiting line to the side.

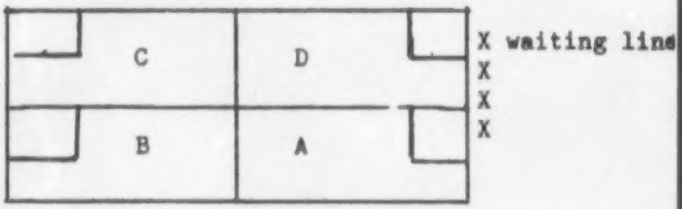
Steps:

The learner will:

1. Stand in the outside corner of the designated square and wait a turn.
2. Look at the ball as it is hit.
3. Remain in the game on the same square if he/she:
   4. Lets the ball bounce in that square.
   5. Hits the ball hand after it bounces once.
   6. Bats the ball so its first bounce is within the boundaries of another square.
7. Move to the end of the waiting line when committing the following fouls:
   8. Catching or throwing the ball.
   9. Hitting the ball before it bounces in that square.
   10. Letting the ball bounce more than once in that square.
   11. Hitting the ball so it touches a line.
   12. Hitting the ball out of bounds.
13. Move to the next highest square when a foul is committed by another player.
14. If he/she is the first person in the waiting line, moves to the "D" square when a foul is committed by another player.
15. Repeat Steps 1-15.

Teaching Hints:

The object is to stay in the game as long as possible and move toward Square "A". As a player fouls and is eliminated the other players move to the next highest letter square. Variations: May hit ball to anyone or use modified four square game.



Four Square

Objective: Given a square diagram and a ball, the learner will hit the ball to the next player when it is bounced to him/her or go to the waiting area if he/she commits a foul. (15 Steps.)

Steps: The learner will:	Students' Name											
1. Stand in the outside corner of the designated square and wait a turn.												
2. Look at the ball as is is hit.												
3. Remain in the game on the same square if he/she:												
4. Lets the ball bounce in that square.												
5. Hits the ball hand after it bounces once.												
6. Bats the ball so its first bounce is within the boundaries of another square.												
7. Move to the end of the waiting line when committing the following fouls:												
8. Catching or throwing the ball.												
9. Hitting the ball before it bounces once in that square.												
10. Letting the ball bounce more than once in that square.												
11. Hitting the ball so it touches a line.												
12. Hitting the ball out of bounds.												
13. Move to the next highest square when a foul is committed by another player.												
14. If he/she is the first person in the waiting line, move to the "D" square when a foul is committed by another player.												
15. Repeat Steps 1-15.												

Four Square (Modified)

Active Game

Objective: Given a square diagram and a ball, the learner will catch the ball when it is bounced to him/her and bounce it to another player or go to the waiting area if he/she commits a foul. (12 Steps.)

Entering Skills Required: Mobility, ball bouncing and catching skills.

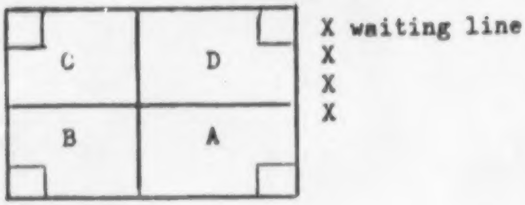
Materials: A lettered square drawn on floor and 8" playground ball.

Procedure: A child will stand in each of the four squares with the remainder of the children in the waiting line to the side.

Steps: The learner will:

1. Stand in the outside corner of the designated square and wait for a turn.
2. Look at the ball as it is thrown.
3. Catch the ball after it has bounced once within that square.
4. Throw the ball so its first bounce is within the boundaries of the appropriate square.
5. Move to the end of the waiting line when committing the following fouls:
    6. Failing to hold the ball momentarily without dropping it.
    7. Not letting the ball bounce once before catching it.
    8. Letting the ball bounce more than once before catching it.
    9. Not throwing the ball so its first bounce is within the appropriate square.
10. Move to the next square when a foul is committed by another player.
11. If he/she is the first person in the waiting line, move to the D square when a foul is committed by another player.
12. Repeat Steps 1-4.

Teaching Hints: The object is to stay in the game and move to square "A". As a player fouls and is eliminated the other players move to the next highest letter square. Variations: must bounce ball to next letter square or may bounce it to anyone.



Four Square (Modified)

Objective: Given a square diagram and a ball, the learner will catch the ball when it is bounced to him/her and bounce it to another player or go to the waiting area if he/she commits a foul. (12 Steps.)

The learner will:	Students' Names'										
1. Stand in the outside corner of the designated square and wait for a turn.											
2. Look at the ball as it is thrown.											
3. Catch the ball after it has bounced once within that square.											
4. Throw the ball so its first bounce is within the boundaries of the appropriate square.											
5. Move to the end of the waiting line when committing the following foul:											
6. Failing to hold the ball momemtarily without dropping it.											
7. Not letting the ball bounce once before catching it.											
8. Letting the ball bounce more than once before catching it.											
9. Not throwing the ball so its first bounce is within the appropriate square.											
10. Move to the next square when a foul is committed by another player.											
11. If he/she is the first person in the waiting line, move to the D square when a foul is committed by another player.											
12. Repeat Steps 1-4.											

Freeze

Active Game: Given intermittent periods of music, the child will walk when the music plays and freeze into a statue when the music stops. (10 Steps.)

Entering Skills Required: Ability to distinguish between music and non-music, mobility; ability to imitate and stop music; balance.

Materials: Music

Procedure: The children stand in a circle. The game continues until the children begin to lose interest and the teacher stops it. It could be played in conjunction with musical chairs.

Steps: The learner will:

1. Stand in a circle.
2. Listen for the music to begin.
3. Begin walking when the music begins.
4. Continue walking in a circle while the music plays.
5. Listen for the music to STOP.
6. Stop moving when the music STOPS.
7. Hold the position or "statue" he/she is in when the music stops.
8. Listen for the music to begin again.
9. Continue walking in a circle when the music begins.
10. Repeat Steps 4-9 balancing in different statues.

Freeze

Objective: Given intermittent periods of music, the child will walk when the music plays and freeze into a statue when the music stops. (10 Steps.)

Steps: The learner will:	Students' Names											
1. Stand in a circle.												
2. Listen for the music to begin.												
3. Begin walking when the music begins.												
4. Continue walking in a circle while the music plays.												
5. Listen for the music to STOP.												
6. Stop moving when the music STOPS.												
7. Hold the position or "status" he/she is in when the music stops.												
8. Listen for the music to begin again.												
9. Continue walking in a circle when the music begins.												
10. Repeat Steps 4-9 balancing in different statues.												

Frisbee Throw

Skill Activity

Objective: Given a Frisbee, the child will throw it using a backhand throw. (15 Steps.)

Materials: Frisbee.

Entering Skills Required: Hand control and coordination, understand concepts, top, bottom, forefinger.

Procedure: Child stands with Frisbee.

Steps: The learner will:

1. Hold the Frisbee in the non-dominant hand.
2. Place the palm on the dominant hand along the edge of the Frisbee.
3. Extend the forefinger of the dominant hand along the the edge of the Frisbee.
4. Curl the remaining fingers of the dominant hand under the Frisbee.
5. Place the thumb of the dominant hand on top of the Frisbee.
6. Release the hold of the non-dominant hand.
7. Stand facing the target.
8. Bring the Frisbee to the non-dominant side at hip level.
9. "Cock the wrist" of the dominant hand; bend it toward the body.
10. Bend the knees slightly.
11. Step forward on the dominant foot.
12. Simultaneously extend the dominant arm away from the body.
13. Snap the wrist quickly and extend it beyond the arm.
14. Point the index finger straight at the target.
15. Release the Frisbee.

Frisbee Throw

Objective: Given a Frisbee, the child will throw it using a backhand throw. (15 Steps.)

Steps: The learner will:	Students' Names													
1. Hold the Frisbee in the non-dominant hand.														
2. Place the palm on the dominant hand along the edge of the Frisbee.														
3. Extend the forefinger of the dominant hand along the edge of the Fri-bee.														
4. Curl the remaining fingers of the dominant hand under the Frisbee.														
5. Place the thumb of the dominant hand on top of the Frisbee.														
6. Release the hold of the non-dominant hand.														
7. Stand facing the target.														
8. Bring the Frisbee to the non-dominant side at hip level.														
9. "Cock the wrist" of the dominant hand; bend it toward the body.														
10. Bend the knees slightly.														
11. Step forward on the dominant foot.														
12. Simultaneously extend the dominant arm away from the body.														
13. Snap the wrist quickly and extend it beyond the arm.														
14. Point the index finger straight at the target.														
15. Release the Frisbee.														

Finders Keepers

Table Game

Objective: Given a Finders Keepers Game, the learner will set up the game and draw cards to match, and remove the most shapes before the timer ball closes the gate. (20 Steps.)

Entering Skills Required: Eye/hand coordination, fine motor control, matching skills

Materials: Finders Keepers Game with board, cards, geometric forms and timer ball

Procedure: Any number of players sit around a table with the gameboard before the player taking a turn. The player having the greatest number of cards at the games completion is the winner.

Steps: The learner will:

1. Shuffle the cards.
2. Place the cards in the holder, back facing learner.
3. Slide the trigger toward him/her.
4. Pick up a shape by the short handle.
5. Place the shape arrow end down in a random slot.
6. Repeat Steps 4 and 5 until all shapes are on the board.
7. Push the button in the gameboard to release the trigger.
8. Place the timer marble in the track above the release pin at the top of the console.
9. Pull the trigger toward him/her.
10. Immediately draw the first card.
11. Look at the card.
12. Find the matching form on the board.
13. Grasp that form by its handle.
14. Take the form off the gameboard before the timer ball closes the slot.
15. If he/she removed the form, keep the card and,
16. Replace the form in the board.
17. If he/she removes the wrong form, replace the card and the form.
18. If he/she does not remove the form, replace the card.
19. Wait quietly for next turn.
20. Repeat Steps 9-19 until all the cards have been used.

Teaching Hints: The game may be varied to make it more or less difficult. The red forms are easier to match than the yellow ones. The game may be made easier by using only half or a few of the forms of one color. Playing without replacing drawn forms may make the game easier. The timer ball may be placed above the second release pin to make the game more difficult.

c.
1977 Schaper Man. Co.
9909 So. Shore Drive
Mpls., Minn.,

Finders Keepers

Objective: Given a Finders Keepers Game, the learner will set up the game and draw cards to match, and remove the most shapes before the timer ball closes the gate. (20 Steps.)

Steps: The learner will:	Students' Names													
1. Shuffle the cards.														
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3. Slide the trigger toward him/her.														
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11. Look at the card.														
12. Find the matching form on the board.														
13. Grasp that form by its handle.														

(Continued)

Finders Keepers

(Continued)

Steps: The learner will:	Students' Names												
14. Take the form off the gameboard before the timer ball closes the slot.													
15. If he/she removed the form, keep the card and,													
16. Replace the form in the board.													
17. If he/she removes the wrong form, replace the card and the form.													
18. If he/she does not remove the form, replace the card.													
19. Wait quietly for next turn.													
20. Repeat Steps 9-19 until all the cards have been used.													

Gnip Gnop Game

Table Game

Objective: Given a Gnip Gnop Game, the learner will push the levers to make all six of the balls go into the opponents court. (7 Steps.)

Entering Skills Needed: Color discrimination, fine motor ability.

Materials: Gnip Gnap Game.

Procedure: Two players are seated at a table with the Gnip Gnap Game between them. The winner is the player to get all the balls into the opponent's court.

Steps: The learner will:

1. Choose three balls of one color.
2. Raise the white center ring piece to allow the balls to pass beneath it.
3. Move the balls so that opposite colored balls are in opposite courts.
4. Move each ball into a hole at the base of a lever.
5. Lower the white center ring piece.
6. On signal "go" forcefully depress one of the levers to "pop" the ball through a ring into the opponent's court.
7. Repeat Step 6 using different levers until all the balls are in one court.

c.
1971 Parker Bros. Div.,
General Mills Fun Group Inc.,
Salem, Mass., 01970

Gnip Gnop Game

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Steps: The learner will:	Students' Names												
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5. Lower the white center ring piece.													
6. On signal "go" forcefully depress one of the levers to "pop" the ball through a ring into the opponent's court.													
7. Repeat Step 6 using different levers until all the balls are in one court.													

Gravitation

Table Game

Objective: Given a Gravitation Game, the learner will manipulate the rods to cause the ball to roll uphill and drop in a high scoring hole. (8 Steps.)

Entering Skills Needed: Bilateral hand and arm control.

Materials: Gravitation Game with steel ball.

Procedure: Any number of players may take turns or one person may play alone. The game is placed on a flat surface before the player. A game may consist of one turn for each player, a set number of turns or the first player to reach a set score.

Steps: The learner will:

1. Hold the rods by their handles, one in each hand.
2. Bring the rods together.
3. Place the steel ball on top the rods at the lower end of the game.
4. Move the rods apart and together to make the ball move up the rods, as far as possible.
5. Look which hole the ball falls into.
6. Record this score.
7. Wait for next turn.
8. Repeat Steps 1-6 in turn.

c.
Pacific Game Co.,
N. Hollywood Calif.,91605

Gravitation

Objective: Given a Gravitation Game, the learner will manipulate the rods to cause the ball to roll uphill and drop in a high scoring hole. (8 Steps.)

Students' Names

Steps: The learner will:													
1. Hold the rods by their handles, one in each hand.													
2. Bring the rods together.													
3. Place the steel ball on top the rods at the lower end of the game.													
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5. Look which hole the ball falls into.													
6. Record this score.													
7. Wait for next turn.													
8. Repeat Steps 1-6 in turn.													

Halt Ball

Active Game

Objective: Given a soft playground ball or nerf ball, the learner will listen for his/her name to be called, run to pick up the ball, call "halt" and throw the ball at a player or run from the ball, stop when "halt" is called and dodge ball thrown at him/her. (12 Steps.)

Entering Skills Needed: Throwing, running, dodging, stopping.

Materials: Soft playground ball or nerf ball.

Procedure: Players stand in a circle with one foot on the circle. A ball is placed in the center of the circle. The teacher alternately calls children's names, who run to pick up the ball, call "halt", and throw the ball to hit a stopped player.

Steps: The learner will:

1. Stand with one foot on the circle.
2. Listen as the leader calls a name.
3. If it is not his/her name, run away from the ball until "halt" is called.
4. Stop immediately when "halt" is called.
5. Dodge moving only one foot if the ball is thrown at him/her.
6. Return to the circle after the ball is thrown at someone.
7. Repeat Steps 1-6.
8. If his/her name is called, run to the ball.
9. Pick up the ball.
10. Call "halt" loudly after picking up the ball.
11. Throw the ball to hit one of the players.
12. Repeat Steps 1-11.

Teaching Hints: Children may be numbered off and a number called instead of a name. It can be a team game, odd numbers against the even numbers with only the even numbered players running when an even number is called and vice versa. As skill increases, the ball can be thrown up in the air rather than set in the middle of the floor.

Halt Ball

Objective: Given a soft playground ball or nerf ball, the learner will listen for his/her name to be called, run to pick up the ball, call "halt" and throw the ball at a player or run from the ball, stop when "halt" is called and dodge ball thrown at him/her. (12 Steps.)

Steps: The learner will:	Students' Names										
1. Stand with one foot on the circle.											
2. Listen as the leader calls a name.											
3. If it is not his/her name, run away from the ball until "halt" is called.											
4. Stop immediately when "halt" is called.											
5. Dodge moving only one foot if the ball is thrown at him/her.											
6. Return to the circle after the ball is thrown at someone.											
7. Repeat Steps 1-6.											
8. If his/her name is called, run to the ball.											
9. Pick up the ball.											
10. Call "halt" loudly after picking up the ball.											
11. Throw the ball to hit one of the players.											
12. Repeat Steps 1-11.											

"Integrating Trainable Mentally Retarded Children Through Community Education."

Hands Down

Table Game

Objective: Given a Hands Down Slammer and cards, the learner will match card pairs and slam down his/her slammer hand to gain points and win the game. (19 Steps.)

Entering Skills Required: Matching skills, gross motor control, fine motor control, concept of faking.

Materials: Hands Down Slammer and cards

Procedure: Children seated with Slammer between them. The blank cards are removed from the deck, four cards dealt to each player and the remainder piled face-down in the center. The game is ended when the last card is taken from the pile. Players may draw a card on their turn, even if they are out of cards. The winner is the player with the most matched cards at the end of the game. -- One point for each card.

Steps: The learner will:

1. Choose a numbered hand on the slammer to play during the game.
2. Sit by that chosen number hand.
3. Pick the top card from the center pile.
4. Place this card in his/her hand.
5. Match it with another one like it in the hand.
6. If there is a match, slam down his/her numbered hand.
7. Place the pair face-up on the table.
8. Draw a card without looking at it, from the hand of the last person to slam the hand down.
9. Repeat Steps 4-8 if that new card matches another in his/her hand.
10. Make a fake move toward the numbered hand or;
11. Say "pass" to end the turn if he/she has no pairs.
12. Wait while others have a turn.
13. Quickly slam the numbered hand when another player has a pair and slams his/her hand down.
14. Give up a card if he/she is the last player to slam the numbered hand.
15. Give up a card if he/she touches the slammer on a fake play.
16. Use the smiling joker as a free card to match any card.
17. Repeat Steps 3-16 until the last card has been drawn from the pile.
18. Count his/her matched cards.
19. Subtract the number of cards in his/her hands to determine the score.

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Hands Down

Objective: Given a Hands Down Slammer and cards, the learner will match card pairs and slam down his/her slammer hand to gain points and win the game. (19 Steps.)

Steps: The learner will:	Students' Names												
1. Choose a numbered hand on the slammer to play during the game.													
2. Sit by that chosen number hand.													
3. Pick the top card from the center pile.													
4. Place this card in his/her hand.													
5. Match it with another one like it in the hand.													
6. If there is a match, slam down his/her numbered hand.													
7. Place the pair face-up on the table.													
8. Draw a card without looking at it, from the hand of the last person to slam the hand down.													
9. Repeat Steps 4-8 if that new card matches another in his/her hand.													
10. Make a fake move toward the numbered hand or;													
11. Say "pass" to end the turn if he/she has no pairs.													
12. Wait while others have a turn.													
13. Quickly slam the numbered hand when another player has a pair and slams his/her hand down.													

(Continued)

Hands Down

(Continued)

Steps: The learner will:	Students' Names												
14. Give up a card if he/she is the last player to slam the numbered hand.													
15. Give up a card if he/she touches the slammer on a fake play.													
16. Use the smiling joker as a free card to match any card.													
17. Repeat Steps 3-16 until the last card has been drawn from the pile.													
18. Count his/her matched cards.													
19. Subtract the number of cards in his/her hands to determine the score.													

Happy Days Solitare

Table Game

Objective: Given a Happy Days Solitare Game, the learner will deal the cards onto the game board and play the game covering the spaces with the proper cards until he/she can no longer play. (8 Steps.)

Entering Skills Required: Fine motor control, card recognition and matching.

Materials: Happy Days Solitare Game.

Procedure: The child plays alone and is seated before the open gameboard with the cards. The child wins when all the cards can be placed in their proper location.

Steps: The learner will:

1. Remove the three January cards from the deck.
2. Place the January cards in their proper spaces on the gameboard, matching colors and month.
3. Shuffle the remaining deck.
4. Deal the cards face-up, covering every space on the gameboard in sequence beginning with the bottom corner space.
5. Find and pick up the three free cards.
6. Put these free cards away.
7. Fill the empty spaces with the proper cards.
8. Continue moving the cards into empty spaces until there are only "Free" spots empty, and all the cards are played.

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60 Austin Blvd.,
Commack, N.Y., 11725

Happy Days Solitare

Objective: Given a Happy Days Solitare Game, the learner will deal the cards onto the gameboard and play the game covering the spaces with the proper cards until he/she can no longer play. (8 Steps.)

Steps: The learner will:	Students' Names													
1. Remove the three January cards from the deck.														
2. Place the January cards in their proper spaces on the gameboard, matching colors and months.														
3. Shuffle the remaining deck.														
4. Deal the cards face-up, covering every space on the gameboard in sequence beginning with the bottom corner space.														
5. Find and pick up the three free cards.														
6. Put these free cards away.														
7. Fill the empty spaces with the proper cards.														
8. Continue moving the cards into empty spaces until there are only "Free" spots empty, and all the cards are played.														

"Integrating Trainable Mentally Retarded Children Through Community Education."

Hide the Object

Active Game

Objective: Given a tamborine or other object to hide, the learner will sit in a circle with eyes closed, while the tamborine is hidden, walk about to search for the tamborine, return to the circle after the tamborine is found, and/or hide the tamborine if he/she found it. (14 Steps.)

Entering Skills Required: Mobility, searching skills.

Materials: Tamborine or other objects.

Procedure: All children sit Indian style in a circle facing in.

Steps: The learner will:

1. Stay sitting on a designated spot in the circle facing in.
2. Bring both hands up and cover his/her eyes.
3. Keep eyes tightly covered without peeking while the person hides tamborine.
4. Wait until instructed to uncover his/her eyes.
5. Stand.
6. Begin walking around the room.
7. Look for the tamborine.
8. Find the tamborine.
9. Walk back to the circle.
10. Sit down in the circle.
11. Shake the tamborine.
12. Hide the tamborine after the other players close their eyes.
13. Wait quietly while the other players look for the tamborine.
14. Repeat Steps 1-13 until the game is completed.

Teaching Hints: Teacher or one of the children may hide a variety of objects. Blindfold all the children or those who peek. Give prizes to the finder. Use the record "Hide the Tamborine."

Hide the Object

Objective: Given a tamborine or other object to hide, the learner will sit in a circle with eyes closed while the tamborine is hidden, walk about to search for the tamborine, return to the circle after the tamborine is found, and/or hide the tamborine if he/she found it. (14 Steps.)

Steps: The learner will:	Students' Names											
1. Stay sitting on a designated spot in the circle facing in.												
2. Bring both hands up and cover his/her eyes.												
3. Keep eyes tightly covered without peeking while the person hides the tamborine.												
4. Wait until instructed to uncover his/her eyes.												
5. Stand.												
6. Begin walking around the room.												
7. Look for the tamborine.												
8. Find the tamborine.												
9. Walk back to the circle.												
10. Sit down in the circle.												
11. Shake the tamborine.												
12. Hide the tamborine after the players close their eyes.												
13. Wait quietly while the other players look for the tamborine.												
14. Repeat Steps 1-13 until the game is completed.												

"Integrating Trainable Mentally Retarded Children Through Community Education."

Hi Ho Cherry-O

Table Game

Objective: Given a Hi Ho Cherry-O Game with ten cherries on a tree, the learner will spin the spinner each turn, removing that number of cherries from the tree to the pail, trying to be the first player to remove all ten cherries to his/her pail. (12 Steps.)

Entering Skills Required: Fine motor, recognize numbers and rote count to four.

Materials: Hi-Ho Cherry-O Gameboard with cherries, trees, and buckets.

Procedure: Two to four players will sit at a table with Hi-Ho Cherry-O board between them. Play begins and proceeds in order around the board.

Steps: The learner will:

1. Choose tree and bucket of one number and color.
2. Sit nearest his/her tree.
3. Stand tree in the slot.
4. Hook 10 cherries in the holes of his/her tree.
5. Place finger of dominant hand on spinner and push to turn the arrow.
6. If spinner lands on 1 cherry, pick 1 cherry from his/her tree and put in his/her pail.
7. If spinner lands on 2 cherries, pick 2 cherries from his/her tree and put in his/her pail.
8. If spinner lands on 3 cherries, pick 3 cherries from his/her tree and put them into his/her pail.
9. If spinner lands on 4 cherries, pick 4 cherries from his/her tree and place in his/her pail.
10. If spinner lands on robin or dog, take 2 cherries from his/her pail and hang back on his/her tree.
11. If spinner lands on spilled pail, lose all cherries in his/her pail and hang them back on his/her tree.
12. Play until one player has 10 cherries in his/her pail. (If applicable, winner calls "Hi-Ho! Cherry-O")

c.
Western Publ. Co.,
Racine, Wisc., 53404

Hi-Ho Cherry-O

Objective: Given a Hi Ho Cherry-O Game with ten cherries on a tree, the learner will spin the spinner each turn, removing that number of cherries from the tree to the pail, trying to be the first player to remove all ten cherries to his/her pail. (12 Steps.)

Steps: The learner will:	Students' Names													
1. Choose tree and bucket of one number and color.														
2. Sit nearest his/her tree.														
3. Stand tree in the slot.														
4. Hook 10 cherries in the holes of his/her tree.														
5. Place finger of dominant hand on spinner and push to turn the arrow.														
6. If spinner lands on 1 cherry, pick 1 cherry from his/her tree and put in his/her pail.														
7. If spinner lands on 2 cherries, pick 2 cherries from his/her tree and put in his/her pail.														
8. If spinner lands on 3 cherries, pick 3 cherries from his/her tree and put them into his/her pail.														
9. If spinner lands on 4 cherries, pick 4 cherries from his/her tree and place in his/her pail.														
10. If spinner lands on robin or dog, take 2 cherries from his/her pail and hang back on his/her tree.														
11. If spinner lands on spilled pail, lose all cherries in his/her pail and hang them back on his/her tree.														
12. Play until one player has 10 cherries in his/her pail. (If applicable, winner calls "Hi'Ho! Cherry-O".)														

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Hokey Pokey

Music Activity

Objective: Given music or singing for the "Hokey Pokey", the learner will follow the sequence of physical motion directed by the song. (9 Steps.)

Entering Skills Required: Listen and respond to directions, know right and left sides, body parts, in and out and turn around.

Materials: Optional taped or recorded music and player.

Procedure: Children all stand on a circle facing in.

Steps: The learner will:

1. Stand in the circle facing in.
2. Put (move) right hand in the center of the circle as the music directs.
3. Put (move) right hand to the outside of the circle as the music directs.
4. Put (move) right hand into the center of the circle as the music directs.
5. Shake right hand in front of body.
6. Do the Hokey Pokey (sway body from side to side with hands up.)
7. Turn self completely around.
8. Clap hands to final line of verse 'That's What It's All About."
9. Repeat Steps 3-8 with other body parts.

Teaching Hints: Use with any level child and jazz up the music accordingly. Add different body parts. For lower level use one hand and other hand instead of left and right hand.

Hokey Pokey

Objective: Given music or singing for the "Hokey Pokey", the learner will follow the sequence of physical motion directed by the song. (9 Steps.)

Steps: The learner will:	Students' Names											
1. Stand in the circle facing in.												
2. Put (move) right hand in the center of the circle as the music directs.												
3. Put (move) right hand to the outside of of the circle as the music directs.												
4. Put (move) right hand into the center of the circle as the music directs.												
5. Shake right hand in front of body.												
6. Do the Hokey Pokey (sway from side to side with hands up.)												
7. Turn self completely around.												
8. Clap hands to final line of verse "That's What It's All About."												
9. Repeat Steps 3-8 with other body parts.												

Honey Bee Tree Game

Table Game

Objective: Given a Honey Bee Tree Game, the learner will throw the dice to win tree pieces and be the first player to complete a Honey Bee Tree. (7 Steps.)

Entering Skills Required: Matching skills, fine motor skills, ability to throw dice.

Materials: Honey Bee Game.

Procedure: Two to four players sit at a table with the interlocked tree trunk pieces (orange) between them. Each player has the designated pieces before him/her. (See instructions.)

Steps: The learner will:

1. Throw the dice.
2. Find his/her piece that matches the one on the dice.
3. Attach that piece to the trunk if the appropriate slot is open.
4. If he/she does not have the pieces left or there is no open slot to play it, loose that turn.
5. If the "bee hive" appears on the die, play any of the pieces.
6. Wait quietly for the next turn.
7. Repeat steps 1-6 until one player uses all his/her pieces and is declared the winner.

c.
1973 Parker Bros., Div.
General Mills Fun Group Inc.,
Salem, Mass., 01970

Honey Bee Tree Game

Objective: Given a Honey Bee Tree Game, the learner will throw the dice to win tree pieces and be the first player to complete a Honey Bee Tree. (7 Steps.)

	Students' Names												
Steps: The learner will:													
1. Throw the dice.													
2. Find his/her piece that matches the one on the dice.													
3. Attach that piece to the trunk if the appropriate slot is open.													
4. If he/she does not have the pieces left or there is no open slot to play it, lose that turn.													
5. If the "bee hive" appears on the die, play any of the pieces.													
6. Wait quietly for the next turn.													
7. Repeat steps 1-6 until one player uses all his/her pieces and is declared the winner.													

"Integrating Trainable Mentally Retarded Children Through Community Education."

Hopscotch #1

Skill Activity

Objective: Given a bean bag and hopscotch form, the learner will toss the bag and hop or jump through the form as indicated.(20 Steps.)

Entering Skills Required: Hop, jump, tossing objects to target, visual memory.

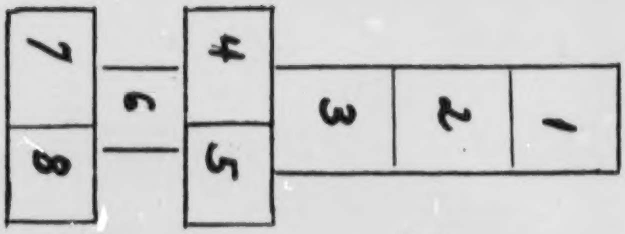
Materials: Hopscotch diagrammed on a hard surface (see below) area and one bean bag for each player.

Procedure: Each child waits in turn to play.

Steps: The learner will:

1. Toss the bean bag into the #1 box.
2. Hop (on one foot) over the #1 box into the #2 box.
3. Hop into box #3 on that same foot.
4. Jump so that the feet land simultaneously one in Box #4 and one in box #5.
5. Hop on one foot into box #6.
6. Jump so that the feet land simultaneourly one in box #7 and one in box #8.
7. Jump and turn completely around so feet land simultaneously one in box #7 and one in box #8.
8. Hop into box #6.
9. Jump so that the feet land simultaneously one in box #4 and one in box #5.
10. Hop into Box #3.
11. Hop into box #2 on the same foot.
12. Pick up the bean bag from box #1, staying on one foot.
13. Hop into box #1 on the same foot.
14. Hop out of box #1 on the same foot.
15. Continue throwing the bean bag, and hopping and jumping into successive squares until he/she has covered all eight boxes.
16. Follow the rules of the game and lose his/her turn if he/she:
    17. Hops into the box where the bean bag is before he/she has picked it up.
    18. Hops or jumps inappropriately.
    19. Falls or puts his/her other foot down.
    20. Fails to toss his/her bean bag into the correct box.

Teaching Hints: Lead up by practicing hops and jumps in various sequences without tossing an object. Carpet squares can be used to make the forms. Paper feet may be placed in squares to distinguish a hop from a jump.



Hopscotch #1.

Objective: Given a bean bag and hopscotch form, the learner will toss the bag and hop or jump through the form as indicated. (20 Steps.)

Steps: The learner will:	Students' Names												
1. Toss the bean bag into the #1 box.													
2. Hop (on one foot) over the #1 box into the #2 box.													
3. Hop into box #3 on that same foot.													
4. Jump so that the feet land simultaneously one in Box #4 and one in box #5.													
5. Hop on one foot into box #6.													
6. Jump so that the feet land simultaneously one in box #7 and one in box #8.													
7. Jump and turn completely around so feet land simultaneously one in box #7 and one in box #8.													
8. Hop into box #6.													
9. Jump so that the feet land simultaneously one in box #4 and one in box #5.													
10. Hop into Box #3.													
11. Hop into box #2 on the same foot.													
12. Pick up the bean bag from box #1, staying on one foot.													
13. Hop into box #1 on the same foot.													

(Continued)

Hopscotch #1

(Continued)

Steps: The learner will:	Students' Names														
14. Hop out of box #1 on the same foot.															
15. Continue throwing the bean bag, and hopping and jumping into successive squares until he/she has covered all eight boxes.															
16. Follow the rules of the game and lose his/her turn if he/she:															
17. Hops into the box where the bean bag is before he/she has picked it up.															
18. Hops or jumps inappropriately.															
19. Falls or puts his/her other foot down.															
20. Fails to toss his/her bean bag into the correct box.															

Hopscotch #2.

Skill Activity

Objective: Given a hopscotch form and bean bag, the learner will toss the bag and jump or hop through the form as indicated. (23 Steps.)

Entering Skills Required: Hop, jump, tossing objects to target and visual memory.

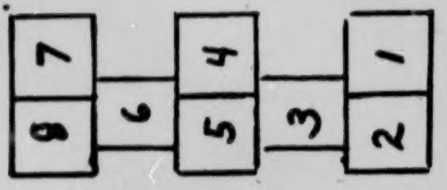
Materials: Hopscotch diagrammed on a hard surface, (See below) and one bean bag or object for each player.

Procedure: Each child waits in turn to play.

Steps: The learner will:

1. Toss the bean bag into the #1 square.
2. Hop on one foot into the #2 square.
3. Hop into box #3 on that same foot.
4. Jump so that the feet land simultaneously one in box #4 and one in box #5.
5. Hop on one foot into box #6.
6. Jump so that the feet land simultaneously one in box #7 and one in box #8.
7. Jump out of the square.
8. Turn around to stand facing the form.
9. Jump so that the feet land simultaneously one in box #7 and one in box #8.
10. Hop into Box #6.
11. Jump so that the feet land simultaneously one in box #4 and one in box #5.
12. Hop into box #5.
13. Hop into box #2.
14. Pick up the bean bag from box #1 staying on one foot.
15. Put other foot down in box #1.
16. Jump out of the forms.
17. Turn to face the form.
18. Continue throwing the bean bag and hopping and jumping into successive squares until he/she has covered all eight boxes.
19. Follow the rules of the game and lose his/her turn if he/she:
    20. Hops into the box where his/her bean bag is before he/she picks it up.
    21. Hops or jumps inappropriately.
    22. Falls or puts his/her other foot down.
    23. Fails to toss his/her bean bag into the correct box.

Teaching Hints: Lead up by practicing hops and jumps in various sequences without tossing an object. Carpet squares can be used to make the forms. Paper feet may be placed in the squares to distinguish hop from a jump.



Hopscotch #2

Objective: Given a hopscotch form and bean bag, the learner will toss the bag and jump or hop through the form as indicated. (23 Steps.)

Steps: The learner will:	Students' Names											
1. Toss the bean bag into the #1 square.												
2. Hop on one foot into the #2 square.												
3. Hop into box #3 on that same foot.												
4. Jump so that the feet land simultaneously one in box #4 and one in box #5.												
5. Hop on one foot into box #6.												
6. Jump so that the feet land simultaneously one in box #7 and one in box #8.												
7. Jump out of the square.												
8. Turn around to stand facing the form.												
9. Jump so that the feet land simultaneously one in box #7, and one in box #8.												
10. Hop into Box #6.												
11. Jump so that the feet land simultaneously one in box #4 and one in box #5.												
12. Hop into box #5.												
13. Hop into box #2.												
14. Pick up the bean bag from box #1 staying on one foot.												
15. Put other foot down in box #1.												

(Continued)

Hopscotch #2.

(Continued)

Steps: The learner will:	Students' Names												
16. Jump out of the forms.													
17. Turn to face the form.													
18. Continue throwing the bean bag and hopping and jumping into successive squares until he/she has covered all eight boxes.													
19. Follow the rules of the game and lose his/her turn if he/she:													
20. Hops into the box where his/her bean bag is before he/she picks it up.													
21. Hops or jumps inappropriately.													
22. Falls or puts his/her other foot down.													
23. Fails to toss his/her bean bag into the correct box.													

Hot Potato

Active Circle Game

Objective: Given an object to represent the potato, the learner will take it from one player and immediately pass it on to the next player so he/she is not caught holding it when the whistle blows. (8 Steps.)

Entering Skills Required: Grasp and release, stop, listen for whistle.

Materials: Potato or other object, record of fast music, record player and whistle.

Procedure: Children seated in a circle. Teacher blows whistle at various intervals to stop play.

Steps: The learner will:

1. Sit in a circle facing inward.
2. Keep his/her hands on knees until potato is passed to him/her.
3. Quickly take the potato as it is handed to him/her.
4. Quickly hand the potato in the correct direction to the next person.
5. Keep the potato if he/she has it, when the whistle is blown.
6. Then pass the potato to the next person as directed.
7. And go sit in the middle of circle until game is finished.
8. Repeat Steps 1-7 until only one child is in outer circle.

Teaching Hints: This game works best with younger or lower children. A variety of objects, (bean bag, tamborine, etc.) can be used for the potato. Try using an egg with the older children. The music tempo may be varied.

Hot Potato

Objective: Given an object to represent the potato, the learner will take it from one player and immediately pass it on to the next player, so he/she is not caught holding it when the whistle blows. (8 Steps.)

	Students' Name											
Steps: The learner will:												
1. Sit in a circle facing inward.												
2. Keep his/her hands on knees until potato is passed to him/her.												
3. Quickly take the potato as it is handed to him/her.												
4. Quickly hand the potato in the correct direction to the next person.												
5. Keep the potato if he/she has it, when the whistle is blown.												
6. Then pass the potato to the next person as directed.												
7. And go sit in the middle of circle until game is finished.												
8. Repeat Steps 1-7 until only one child is in outer circle.												

Jump the Shot

Active Game

Objective: Given a moving rope, the learner will jump the rope as it comes to him/her, three out of five times. (6 Steps.)

Entering Skills Required: Jumping, eye-foot coordination, balance.

Materials: Long rope with a deflated ball or bean bags tied to one end;

Procedure: The teacher stoops and twirls the rope along the floor in a circle. One or more players stand within the radius of the circle and jump the approaching rope.

Steps: The learner will:

1. Stand within the limits of the circle made by the twirling rope.
2. Look at the on-coming rope.
3. Jump once, permitting the rope to pass under his/her feet.
4. Jump, three out of five times permitting the rope to pass under his/her feet.
5. Maintain balance while jumping.
6. Repeat Steps 1-4.

Teaching Hints: This is for an older, more coordinated child. Eye focus is important. "Jump the Brook" is a good lead-up to this. You can stand behind the child and lift him/her to help get the idea of jumping. The children can have a turn twirling.

Jump the Shot

Objective: Given a moving rope, the learner will jump the rope as it comes to him/her, three out of five times. (6 Steps.)

Steps: The learner will:	Students' Names										
1. Stand within the limits of the circle made by the twirling rope.											
2. Look at the on-coming rope.											
3. Jump once, permitting the rope to pass under his/her feet.											
4. Jump, three out of five times permitting the rope to pass under his/her feet.											
5. Maintain balance while jumping.											
6. Repeat Steps 1-4.											

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Kickball

Active Game

Objective: Given a kickball, bases and a diamond, the learner will kick the rolling ball, run to the appropriate base, go out when tagged, and/or stand in position in the field, catching balls in his/her vicinity, and throwing them to another player. (17 Steps.)

Entering Skills Required: Kick a rolling ball, catch a playground ball, running mobility

Materials: A kickball, four bases, a kickball diamond.

Procedure: Two teams, one on the field, and one up to kick.

Steps: The learner will:

1. Wait for a turn to kick.
2. Kick the ball.
3. Run to first base.
4. Stay on the base until the next person has kicked.
5. Run to the other appropriate bases.
6. Retire when made "out", i.e.
    7. Be "out" if his/her kicked fly ball is caught before it hits the ground.
    8. Be "out" if the ball gets to the base before he/she, the runner does.
    9. Be "out" if he/she is tagged by the ball which is held by another player, (not by a thrown ball.)
    10. Be "out" if he/she strikes out by kicking and missing three times.
    11. Change sides when three outs have occurred.

When the team is in the field:

12. Play the appropriate position on the field.
13. Catch the balls kicked in that vicinity.
14. Throw the ball to other player to make the appropriate play.
15. Stay within the play area.
16. Obey all the rules of the game as they are stated.
17. Continue to play the game for at least three innings.

Teaching Hints: Use a stationary ball rather than a pitched ball as a lead-up. Have the kids run the pattern of the bases and practice kicking before they play a game. Using different colored hula hoops for bases and different colored lines for base lines may be helpful. Balls kicked out of the baseline are considered as foul and as one of the three allowed strikes. Do not encourage throwing the ball at the runner to put them out.

Kickball

Objective: Given a kickball, bases and a diamond, the learner will kick the rolling ball, run to the appropriate base, go out when tagged, and/or stand in position in the field, catching balls in his/her vicinity, and throwing them to another player. (17 Steps.)

Steps: The learner will:	Students' Names												
1. Wait for a turn to kick.													
2. Kick the ball.													
3. Run to first base.													
4. Stay on the base until the next person has kicked.													
5. Run to the other appropriate bases.													
6. Retire when made "out" i.e.													
7. Be "out" if his/her kicked fly ball is caught before it hits the ground.													
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9. Be "out" if he/she is tagged by the ball which is held by another player, (not by a thrown ball.)													
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11. Change sides when three outs have occurred.													
When the team is in the field: 12. Play the appropriate position on the field.													
13. Catch the balls kicked in that vicinity.													
14. Throw the ball to other player to make the appropriate play.													

(Continued)

Kickball

(Continued)

Steps: The learner will:	Students' Names											
15. Stay within the play area.												
16. Obey all the rules of the game as they are stated.												
17. Continue to play the game for at least three innings.												

Kicking A Stationary Ball

Skill Activity

Objective:	Given a stationary 8" playground ball, the learner will kick the ball forward two out of three times. (8 Steps.)
Entering Skills Required:	Balance on one foot, swing leg, eye-foot coordination, leg strength.
Materials:	8" playground ball.
Procedure:	The child will stand in front of the ball.

Steps:

The learner will:

1. Stand one step away from the ball, feet pointing toward it.
2. Keep eyes on the ball.
3. Step forward with the non-dominant foot.
4. Simultaneously lift dominant foot and swing it slightly backward.
5. Swing the leg forward, extending the knee and toe.
6. Contact the center of the ball with the toe.
7. Follow through with the dominant leg; swing in the direction of the ball.
8. Bring dominant foot down to standing.

Teaching Hints: Manipulate the child's leg as he/she begins to learn to kick. Place ball on bean bag to keep it stationary.

Kicking A Stationary Ball

Objective: Given a stationary 8" playground ball, the learner will kick the ball forward, two out of three times. (8 Steps.)

Steps: The learner will:	Students' Names											
1. Stand one step away from the ball, feet pointing toward it.												
2. Keep eyes on the ball.												
3. Step forward with the non-dominant foot.												
4. Simultaneously lift dominant foot and swing it slightly backward.												
5. Swing the leg forward, extending the knee and toe.												
6. Contact the center of the ball with the toe.												
7. Follow through with the dominant leg; swing in the direction of the ball.												
8. Bring dominant foot down to standing.												

Kick It Out

Active Game

Objective: Given a soccer ball, the learner will kick the ball out of the circle when he/she is the kicker and keep the ball from going out when he/she is part of the circle. (10 Steps.)

Entering Skills Required: Eye/foot coordination, soccer kicks and soccer stop, mobility, catching skills.

Materials: Soccer ball or ball of soft material.

Procedure: One child stands as the others form a circle around him/her, standing close together. The center player tries to kick the ball out of the circle and score a point. A new player then becomes the kicker. Balls kicked out over shoulder height do not score. The circle players cannot stop the ball with their hands.

Steps: The learner will:

When part of the circle:

1. Stand close to the other players on the circle.
2. Move slightly to position body in front of on-coming ball.
3. Stop the ball with body or feet before it goes out of the circle.
4. Not touch the ball with hands.
5. Repeat Steps 1-4.

When in the circle:

6. Stand beside the ball.
7. Kick the ball with the instep (side) of the foot.
8. Catch the ball if it bounces off the other players.
9. Place the ball on the floor.
10. Repeat Steps 6-9 until the ball leaves the circle and a point is scored.

Teaching Hints: Practice soccer kicks before game. For variation use: two center players or two balls.

Kick It Out

Objective: Given a soccer ball, the learner will kick the ball out of the circle when he/she is the kicker and keep the ball from going out when he/she is part of the circle. (10 steps.)

Steps: The learner will:	Students' Names									
When part of the circle:										
1. Stand close to the other players on the circle.										
2. Move slightly to position body in front of on-coming ball.										
3. Stop the ball with body or feet before it goes out of the circle.										
4. Not touch the ball with hands.										
5. Repeat Steps 1-4.										
When in the circle:										
6. Stand beside the ball.										
7. Kick the ball with the instep (side) of the foot.										
8. Catch the ball if it bounces off the other players.										
9. Place the ball on the floor.										
10. Repeat Steps 6-9 until the ball leaves the circle and a point is scored.										

London Bridge

Active Circle Game

Objective: Given the song for "London Bridge," the learner will, while humming the song, walk under the arms of the "bridge," stop if the arms fall on him/her, and stand in the "bridge" position when instructed to do so. (15 Steps.)

Entering Skills Required: Mobility, Bridge formation

Materials: None or record and record player.

Procedure: The children will form a circle. Two children will form the bridge by joining raised hands to form an arch.

Steps: The learner will:

When part of the circle:

1. Stay in position in the circle.
2. Walk around the circle.
3. Sing or hum the song.
4. Walk under the people bridge when coming to it.
5. If the bridge comes down on him/her, stay within the bridge until released.
6. Replace one of the "bridge partners" if it comes down on him/her.
7. Stop walking when the bridge closes on someone else.
8. Repeat Steps 1-6 when the bridge opens.

When part of the bridge:

9. Stand facing his/her partner.
10. Stretch arms above his/her head.
11. Join hands with partner forming a bridge.
12. Allow the other children to pass under the bridge.
13. Close the bridge down to catch the children at the appropriate time.
14. Release caught child at appropriate time.
15. Become part of circle and repeat steps 1-8.

Teaching Hints: Use this game with younger or lower level children. A line formation could be used in place of a circle; the game could be used for water adjustment with the kids ducking under the water. Arrows could be put on the circle to show the direction of travel.

London Bridge

Objective: Given the song for "London Bridge," the learner will, while humming the song, walk under the arms of the "bridge", stop if the arms fall on him/her, and stand in the "bridge" position when instructed to do so. (15 Steps.)

Steps: The learner will:	Students' Names												
When part of the circle:													
1. Stay in position in the circle.													
2. Walk around the circle.													
3. Sing or hum the song.													
4. Walk under the people bridge when coming to it.													
5. If the bridge comes down on him/her, stay within the bridge until released.													
6. Replace one of the "bridge partners" if it comes down on him/her.													
7. Stop walking when the bridge closes on someone else.													
8. Repeat Steps 1-6 when the bridge opens.													
When part of the bridge:													
9. Stand facing his/her partner.													
10. Stretch arms above his/her head.													
11. Join hands with partners forming a bridge.													
12. Allow the other children to pass under the bridge.													
13. Close the bridge down to catch the children at the appropriate time.													
14. Release caught child at appropriate time.													
15. Become part of circle and repeat steps 1-8.													

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Match & Move Game

Table Game

Objective: Given a Match & Move Game, the learner will play the game moving his/her four pieces on spaces of the same shape or color to move across the gameboard. (8 Steps.)

Entering Skills Required: Matching color and shape, understand jumping concept and vacant squares.

Materials: Match & Move gameboard and pieces.

Procedure: Two to four players seated at a table with the gameboard between them. The first player to move his/her pieces to the opposite side of the gameboard wins. No pieces can be removed from the board and only one piece may occupy a square at anytime. A player may jump as many pieces in a row as possible.

Steps: The learner will:

1. Find the four pieces on the gameboard matching the shape immediately in front of him/her.
2. Place his/her pieces on the same shape spaces (though of a different color) on the gameboard.
3. Move one of his/her pieces in a straight line forward, backward, sideways or diagonally to a vacant neighboring square as follows:
    4. Move to a vacant square of the same shape, but different color.
    5. Move to a vacant square of the same color, but different shape.
    6. Move by jumping over pieces to a vacant spot of the same color or shape.
7. Wait quietly while each player has a turn.
8. Repeat steps 3-7 moving his/her players across the board.

c.
J.W. Spear & Sons Ltd.,
Enfield,
Middx., England

Match & Move Game

Objective: Given a Match & Move Game, the learner will play the game moving his/her four pieces on spaces of the same shape or color to move across the gameboard. (8 Steps.)

Steps: The learner will:	Students' Names											
1. Find the four pieces on the gameboard matching the shape immediately in front of him/her.												
2. Place his/her pieces on the same shape spaces (though of a different color) on the gameboard.												
3. Move one of his/her pieces in a straight line forward, backward, sideways or diagonally to a vacant neighboring square as follows:												
4. Move to a vacant square of the same shape, but different color.												
5. Move to a vacant square of the same color, but different shape.												
6. Move by jumping over pieces to a vacant spot of the same color or shape.												
7. Wait quietly while each player has a turn.												
8. Repeat steps 3-7 moving his/her players across the board.												

Mickey Mouse Tic Tac Toe

Table Game

Objective: Given a Mickey Mouse Tic Tac Toe Game, the learner will use his/her cards to answer riddles and match cartoon characters, thereby playing his/her "X" or "O" to get three of them in a row and win the game. (14 Steps.)

Entering Skills Required: Matching, understanding concept of three in a row, eye/hand coordination.

Materials: Mickey Mouse Tic Tac Toe Game with board, cards, and "X" and "O" pieces.

Procedure: Two players are seated at a table with the gameboard between them. Three wild cards (one red, one yellow and one blue) are removed from the deck. The remainder of the cards are sorted into two piles of nine question cards and 12 answer cards (which include the wild cards.) Three like symbols in a row either up and down, across, or diagonally wins the game. A draw is called if all the squares are filled before player gets three symbols in a row.

Steps: The learner will:

1. Shuffle the nine question cards.
2. Deal them face-down into the nine squares on the game tray.
3. Shuffle the twelve answer cards.
4. Deal five of them face-down to each player.
5. Set the two remaining answer cards face-down to the side.
6. Choose either the "X" or "O" pieces to represent him/her during the game.
7. Hold the answer cards in his/her hand.
8. Match a card from his/her hand with the characters on a question card on the board.
9. Place the matching card face-up on the question card.
10. Place his/her symbol (X or O) over that answer card.
11. Wait for other player to have a turn.
12. Repeat Steps 8-11 or,
13. Play a wild card if possible, by matching it to the background color of the question card.
14. Repeat Steps 8-13 until the spaces are filled or a player gets three symbols in a row and wins.

Teaching Hints: Encourage learners to use game strategy in playing cards and to save wild cards to win the game or block an opponent from winning.

c. 1977
Walt Disney Productions
Western Publ. Co. Inc.,
Racine, Wisc., 53404

Mickey Mouse Tic Tac Toe

Objective: Given a Mickey Mouse Tic Tac Toe Game, the learner will use his/her cards to answer riddles and match cartoon characters, thereby playing his/her "X" or "O" to get three of them in a row and win the game. (14 Steps.)

Steps: The learner will:	Students' Names												
1. Shuffle the nine question cards.													
2. Deal them face-down into the nine squares on the game tray.													
3. Shuffle the twelve answer cards.													
4. Deal five of them face-down to each player.													
5. Set the two remaining answer cards face-down to the side.													
6. Choose either the "X" or "O" pieces to represent him/her during the game.													
7. Hold the answer cards in his/her hand.													
8. Match a card from his/her hand with the characters on a question card on the board.													
9. Place the matching card face-up on the question card.													
10. Place his/her symbol (X or O) over that answer card.													
11. Wait for other player to have a turn.													
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13. Play a wild card if possible, by matching it to the background color of the question card.													
14. Repeat Steps 8-13 until the spaces are filled or a player gets three symbols in a row and wins.													

Mousetrap Game

Table Game

Objective: Given a group of children, the learner will form a large mousetrap, (circle), with hands held up or down to catch children in the circle or will be a mouse and weave in and out of the circle to avoid being caught in the trap. (12 Steps.)

Entering Skills Required: Mobility, weave between children, stop on command.

Materials: None.

Procedure: Several children selected to be mice in the circle with the remainder joining hands to form a circle and become the mousetrap. (Arms up, trap open. Arms down, trap closed.) Mice weave in and out of the trap as they go around. Teacher tells the trap to open or to snap closed. Mice caught in the trap as it closes must stay in the middle of the circle. Repeat the game with new mice after all the mice have been caught.

Steps: The learner will: When he/she is part of the trap:

1. Stand in a circle.
2. Join hands.
3. Raise arms up to open the trap.
4. Allow the mice to pass in and out under the raised arms.
5. Listen for the teacher to say "Snap" and,
6. Immediately lower his/her arms, shutting the trap.

When he/she is a mouse:

7. Walk out of the circle under the raised arms.
8. Return back into the center of the circle, under different arms.
9. Repeat Steps 7 and 8 until "snap" is called.
10. Stand still immediately when "snap" is called.
11. If caught in the trap, stay in the center of the circle.
12. Or repeat Steps 7-11 until caught.

c. 1975
Ideal Toy Corp.
Hollis, N.Y., 11423

Mousetrap Game

Objective: Given a group of children, the learner will form a large mousetrap, (circle), with hands held up or down to catch children in the circle or will be a mouse and weave in and out of the circle to avoid being caught in the trap. (12 Steps.)

	Students' Names										
Steps: The learner will:When he/she is part of the trap:											
1. Stand in a circle.											
2. Join hands.											
3. Raise arms up to open the trap.											
4. Allow the mice to pass in and out under the raised arms.											
5. Listen for the teacher to say "Snap", and,											
6. Immediately lower his/her arms, shutting the trap.											
When he/she is a mouse:											
7. Walk out of the circle under the raised arms.											
8. Return back into the center of the circle, under different arms.											
9. Repeat Steps 7 and 8 until "snap" is called.											
10. Stand still immediately when "snap" is called.											
11. If caught in the trap, stay in the center of the circle.											
12. Or repeat Steps 7-11 until caught.											

"Integrating Trainable Mentally Retarded Children Through Community Education."

Musical Carpets

Active Game

Objective: Given carpet squares arranged in a circle and music, the learner will walk around the squares until the music stops, run to a square and stand on it without pushing others and if no squares are available, will walk to the side of the room and sit until only one person remains. (11 Steps.)

Entering Skills Required: Mobility, ability to distinguish between periods of Music and Non-Music

Materials Needed: Carpet squares, record player and music.

Procedure: Carpet squares arranged in a circle. The music is ready to begin.

Teaching Hints: Use music appropriate to the age of the children and with a strong beat, or play the piano. Vary the length of time the music is on, but as a rule keep it short. Have the losers take their squares and sit in the middle to include them in the group, or they can become "clappers" for the others. Give prizes to the winner; let them run the music, etc.
Variations: Cake walk and musical chairs.

Steps: The learner will:

1. Stand on pre-arranged squares.
2. Begin moving when the music begins to play.
3. Immediately begin walking around the circle in the same direction as the other players.
4. Maintain positions among the other players.
5. Continue walking around the circle.
6. Stop moving when the music stops playing.
7. Immediately run to the nearest carpet square.
8. Stand on the carpet if it is vacant, if it is occupied --
9. Run to another carpet that is vacant.
10. Go to the side of the room and sit down if there are no vacant squares.
11. Repeat Steps 2-11.

Musical Carpets

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Steps: The Learner will:	Students' Names												
1. Stand on pre-arranged squares.													
2. Begin moving when the music begins to play.													
3. Immediately begin walking around the circle in the same direction as the other players.													
4. Maintain positions among the other players.													
5. Continue walking around the circle.													
6. Stop moving when the music stops playing.													
7. Immediately run to the nearest carpet square.													
8. Stand on the carpet if it is vacant; if it is occupied--													
9. Run to another carpet that is vacant.													
10. Go to the side of the room and sit down if there are no vacant squares.													
11. Repeat Steps 2-11.													

Name Game

Active Circle Game

Objective: Given a Bean Bag tossed to him/her, the learner will state his/her name, clap his/her hands once for each syllable in his/her name and toss the bean bag to the teacher. (11 Steps.)

Entering Skills Required: Catch, say name, listening and auditory memory skills, imitation of rhythm.

Materials: Bean bag and tamborine

Procedure: All children will sit in a circle facing each other.

Steps: The learner will:

1. Sit in a designated place in the circle.
2. Catch the bean bag in the air with one or both hands as it is tossed to him/her.
3. Will remain seated quietly when another child has the bean bag.
4. Place the bean bag on the floor.
5. State his/her name.
6. Listen to the teacher repeat his/her name with marked rhythmic accent.
7. Clap hands for the syllables of his/her name with the teacher.
8. Clap hands for the syllables of his/her name alone.
9. Clap hands for the syllables of his/her name with the group.
10. Toss the bean bag to the teacher.
11. Repeat Steps 1-10 until all children have had a turn.

Teaching Hints: This game seems to work best once or twice in the beginning of the year with the older kids or else with younger kids. Vary objects to be tossed. Use tamborine hits for older kids or have them snap their fingers. First names only or first and last names may be used.

Name Game

Objective: Given a Bean Bag tossed to him/her the learner will state his/her name, clap his/her hands once for each syllable in his/her name and toss the bean bag to the teacher. (11 Steps.)

Steps: The learner will:	Students' Names											
1. Sit in a designated place in the circle.												
2. Catch the bean bag in the air with one or both hands as it is tossed to him/her.												
3. Will remain seated quietly when another child has the bean bag.												
4. Place the bean bag on the floor.												
5. State his/her name.												
6. Listen to the teacher repeat his/her name with marked rhythmic accent.												
7. Clap hands for the syllables of his/her name with the teacher.												
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10. Toss the bean bag to the teacher.												
11. Repeat Steps 1-10 until all children have had a turn.												

Nok Hockey

Table Game

Objective: Given a Nok Hockey gameboard, puck and sticks, the learner will knock the puck following the rules until it goes into the opponent's net. (17 Steps.)

Entering Skills Required: Eye/hand control, fine and gross motor skill

Materials: Nok Hockey Game, Puck, Sticks.

Procedure: One or two players form a team and stand at their goal end of the gameboard. Once play begins, players may move anywhere around the board. The game begins with a center face-off. A point is scored when the puck comes to rest within the goal net. Seven points wins the game.

Steps: The learner will:

1. Stand at the end of the gameboard.
2. Move to stand at the side of the board facing his/her opponent for the face-off.
3. Hold the stick handle in the dominant hand.
4. Hit the puck toward the opponent's goal with the stick as soon as the puck is dropped and the game begun.
5. Continue hitting the puck until a goal is scored.
6. Defend his/her own goal by intercepting pucks that are hit toward it.
7. Hit the puck out of his/her own goal zone if it comes to rest there.
8. Not put the stick in his/her opponent's goal zone.
9. Take a free shot from his/her own defense area if a foul is committed by the opponent.
10. Repeat steps 1-9 until seven points are scored by one team.

    Play without committing any of the following fouls:

    11. Swinging the stick above the playing area or hitting with the stick.
    12. Intentionally pushing an opponent.
    13. Knocking puck off the playing board.
    14. Touching the game with the free hand.
    15. Pushing the puck instead of hitting it.
    16. Placing the stick across the opening of his/her goal net to defend it.
    17. Putting his/her stick in either goal zone (except the defending player may hit a puck which has come to rest in his/her goal zone out of that zone.)

c.
Carrom Games
Sardis, Miss., 38665
Co.1973 Affiliated Hosp.
Products

Nok Hockey

Objective: Given a Nok Hockey gameboard, puck and sticks, the learner will knock the puck following the rules until it goes into the opponent's net. (17 Steps.)

Steps: The learner will:	Students' Names												
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2. Move to stand at the side of the board facing his/her opponent for the face-off.													
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10. Repeat steps 1-9 until seven points are scored by one team.													
Play without committing any of the following fouls:													
11. Swinging the stick above the playing area or hitting with the stick.													
12. Intentionally pushing an opponent.													
13. Knocking puck off the playing board.													

(Continued)

Nok Hockey
(Continued)

Steps: The learner will:	Students' Names												
14. Touching the game with the free hand.													
15. Pushing the puck instead of hitting it.													
16. Placing the stick across the opening of his/her goal net to defend it.													
17. Putting his/her stick in either goal zone (except the defending player may hit a puck which has come to rest in his/her goal zone out of that zone.)													

Numbers Up

Table Game

Objective: Given a "Numbers Up" Gameboard and number pegs, the learner will turn over the pegs one at a time and place them sequentially on the board or back in their holes until the timer goes off. (11 Steps.)

Entering Skills Required: Recognize numbers and rote count to 20, speed, fine motor control, and visual memory.

Materials: Numbers Up Gameboard and 20 number pegs.

Procedure: The child turns over pegs one at a time. He/she may touch only one peg at a time and must place the pegs on the board in sequence: i.e., 1,2,3. Pegs turned over out of this sequence must be returned to the same hole.

Steps: The learner will:

1. Turn the timer to set it at 60 seconds.
2. Push the start/stop button down.
3. Mix up the 20 numbered pegs.
4. Place all the pegs, number side down in the holes on on the board without looking at the numbers.
5. Pull the start/stop button up to start at the timer.
6. Pick up a number peg as fast as possible.
7. Look at the number.
8. If it is not #1 replace it in the same hole.
9. If it is #1 place it on the first peg on the pegboard.
10. Pick up another number peg.
11. Repeat Steps 6-10 until all the pegs are placed on the pegboard or the timer goes off.

Teaching Hints: Try to remember which pegs are where. As skill increases the timer may be set for a shorter time. Fewer pegs may be used for lower children or while learning the game.

c.
1975 Milton Bradley Co.,
Springfield, Mass., 01101

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11. Repeat Steps 6-10 until all the pegs are placed on the pegboard or the timer goes off.														

Operation Game

Table Game

Objective: Given an Operation Game, the learner will draw cards, perform operations with the tweezer without making the buzzer go off and collect money as designated in the game. (13 Steps.)

Entering Skills Required: Fine motor control, matching, squeeze and release tweezer.

Materials: Operation Game with parts, cards and tweezers.

Procedure: One or more players seated around the board. The parts are placed in the proper cavities of the man. The cards are separated, with the specialist cards being dealt to each player equally and the doctor cards being placed face-down on the table for a draw pile.

Steps: The learner will:

1. Draw the top cards from the doctor pile.
2. Read the card or match the picture to find out which operation to perform.
3. Hold the surgical tweezers in dominant hand.
4. Carefully insert the tweezers into the opening without touching the edges of the cavity.
5. Grasp the part without touching the edges of the cavity.
6. Remove the part from the cavity without touching the edges of the cavity.
7. Lose turn and leave part in cavity if the buzzer goes off.
8. Collect the doctor fee from the bank after a successful operation.
9. Keep the part he/she removed.
10. Put that doctor's card in a pile out of the game.
11. Wait quietly while other players have a turn.
12. Repeat Steps 3-10 if he/she has the specialist card for the part another player (doctor) buzzes the buzzer on.
13. Repeat Steps 1-11 until all 12 operations have been completed successfully.

c.
Milton Bradley
Springfield, Mass., 01101

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13. Repeat Steps 1-11 until all 12 operations have been completed successfully.													

Pasting Sequence

Skill Activity

Objective: Given paste, scraps of paper and a large sheet of paper, the learner will apply paste to the scraps and place them paste side down on the larger sheet. (16 Steps.)

Entering Skills Required: Fine motor control

Materials: Paste, scraps of paper, sheet of paper.

Procedure: The child will be seated at a table with the materials in front of him/her.

Steps: The learner will:

1. Steady the paste container with the non-dominant hand.
2. Press the forefinger of the dominant hand into the paste.
3. Pull up with the curled forefinger picking up a small amount of paste.
4. Release non-dominant hand grasp.
5. Put the pasty forefinger on the back of the paper to be pasted.
6. Steady the paper to be pasted, with the non-dominant hand.
7. Push down and rub paste on paper scrap with the dominant finger.
8. Repeat steps 1-6 until the entire surface has paste on it.
9. Release non-dominant hand grasp.
10. Remove excess paste from the forefinger.
11. Pick up the pasty paper with the non-dominant hand.
12. Turn the paper so the pasted side is down.
13. Lower the scrap onto the other sheet.
14. Steady the paper with the non-dominant hand.
15. Press down with the dominant hand.
16. Repeat with another paper scrap.

Pasting Sequence

Objective: Given paste, scraps of paper and a large sheet of paper, the learner will apply paste to the scraps and place them paste side down on the larger sheet. (16 steps.)

Steps: The learner will:	Students' Names											
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14. Steady the paper with the non-dominant hand.												
15. Press down with the dominant hand.												
16. Repeat with another paper scrap.												

Perfection Game

Table Game

Objective: Given a Perfection Game, the learner will match the geometric forms and place them through the correct holes in the pop-up tray before the timer runs out. (10 Steps.)

Entering Skills Required: Eye/hand coordination, fine motor control, matching skill.

Materials: Perfection Game with timer and geometric shapes.

Procedure: The child will be seated by the gameboard. For a beginning player 12 of the 25 forms may be used and the cover cards used to cover the holes in the 13 forms not in play.

Steps: The learner will:

1. Place the geometric forms near the game.
2. Move the timer switch to STOP.
3. Turn the timer dial clockwise to the "0" second mark.
4. Push the pop up tray down.
5. Move the switch to START.
6. Immediately pick up a form.
7. Match that form with its' hole in the game.
8. Put the form in the hole.
9. Repeat Steps 6-8 until all the forms are in,or the tray pops up.
10. Move the switch to STOP if all the forms are in before the timer goes off.

c.
1975 Leisure Dynamics Inc.,
Minneapolis, MN., 55435

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Objective: Given a Perfection Game, the learner will match the geometric forms and place them through the correct holes in the pop-up tray before the timer runs out. (10 Steps.)

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1. Place the geometric forms near the game.												
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10. Move the switch to STOP if all the forms are in before the timer goes off.												

"Integrating Trainable Mentally Retarded Children Through Community Education."

Pick-up Sticks

Table Game

Objective: Given a Pick-up Sticks Game, the learner will let the sticks fall, and then attempt to pick them up one at a time without moving another stick on any turn. (9 Steps.)

Entering Skills Required: Fine motor control.

Materials: Pick-up Sticks.

Procedure: Any number of players will sit in a circle on an uncarpeted floor. Players take turns.

Steps: The learner will:

1. Hold all the sticks in the dominant hand.
2. Place one end of the sticks on the floor.
3. Release the grasp on the sticks quickly letting them fall.
4. Select a stick that seems easy to pick up.
5. Pick up that stick without moving any other stick.
6. Place the successfully removed stick aside.
7. Repeat Steps 4-6 until another stick moves while picking one up.
8. End the turn when she/he moves another stick.
9. Count the number of successfully removed sticks.

Teaching Hints: Teach students to try to pick up the isolated sticks first. Show them how to press the tip of one stick to make it pop up. See the instructions for more complicated scoring alternatives.

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Racine, Wisc.,

Pick-up Sticks

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Steps: The learner will:	Students' Names											
1. Hold all the sticks in the dominant hand.												
2. Place one end of the sticks on the floor.												
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8. End the turn when she/he moves another stick.												
9. Count the number of successfully removed sticks.												

Pin the Tail on the Donkey

Active Game

Objective: Given a donkey picture, blindfold and tails, the learner will, after being blindfolded and twirled around, pin the tail on the appropriate spot on the donkey. (8 Steps)

Entering Skills Required: Mobility, tolerate blindfold.

Materials: Donkey pictures, blindfold, tails, pins.

Procedure: The donkey picture is hung on a wall at about the height of the children in an area cleared of furniture. Each player is blindfolded, and given a tail and then spun in front of the donkey.

Steps: The learner will:

1. Stand facing the donkey.
2. Hold the donkey tail and pin in the dominant hand.
3. Place a blindfold over his/her eyes or allow one to be put on.
4. Allow himself/herself to be twirled around.
5. Walk toward the donkey holding the tail in front of him/her.
6. Pin the tail on the donkey.
7. Remove the blindfold.
8. Wait quietly while others have a turn.

Teaching Hints: Allow children to try pinning the tail before they are blindfolded. Vary the amount the person is twirled or the direction they end up pointed with the ability of the child.

c.
Western Pub. Co.
Racine, Wisc.,

Pin the Tail on the Donkey

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Steps: The learner will:	Students' Names												
1. Stand facing the donkey.													
2. Hold the donkey tail and pin in the dominant hand.													
3. Place a blindfold over his/her eyes or allow one to be put on.													
4. Allow himself/herself to be twirled around.													
5. Walk toward the donkey holding the tail in front of him/her.													
6. Pin the tail on the donkey.													
7. Remove the blindfold.													
8. Wait quietly while others have a turn.													

Ping Pong

Active Game

Objective: Given a paddle, net and ping pong ball, the learner will put the ball in play by serving, and keep it in play by returning balls hit to him/her. (18 Steps.)

Entering Skills Required: Eye/hand coordination, mobility, arm and hand control.

Materials: Two paddles, ball, table and net.

Procedure: Opponents stand facing at opposite ends of the table.

Steps:

The learner will:

1. Stand at the end of the table facing the net.
2. Hold the paddle in the dominant hand so its face is parallel to the net.

The server will:

3. Hold the ball in the free hand.
4. Bring the paddle back on the dominant side of the body.
5. Drop the ball onto the table in front and slightly toward the dominant side of the body.
6. Keep his/her eyes on the ball until contact is made.
7. Bring the paddle forward, keeping the paddle face parallel with the net.
8. Before the ball bounces a second time, hit it directly over the net.
9. Follow through by reaching toward the net.

The receiver will:

10. Keep his/her eyes on the oncoming ball.
11. Bring the paddle back to one side of the body.
12. Move body so the paddle is in line with the path of the oncoming ball.
13. If ball is coming directly at him/her, move to the left or right to contact the ball at the side of the body.
14. If ball is coming too far away, move toward the ball.
15. Bring paddle forward, keeping its face parallel to the net.
16. Before the ball bounces a second time, hit it directly over the net.
17. Follow through by reaching toward the net.
18. Repeat Steps 10-17 to keep the ball in play.

Teaching Hints: Repeated practice is the key here. Manual guidance may be necessary at first. The volley should be partially mastered before the serve is introduced. A table pushed against a wall provides an individual practice area with rebounds to hit.

Ping Pong

Objective: Given a paddle, net and ping pong ball, the learner will put the ball in play by serving, and keep it in play by returning balls hit to him/her. (18 Steps.)

Steps: The learner will:	Students' Names														
1. Stand at the end of the table facing the net.															
2. Hold the paddle in the dominant hand so its face is parallel to the net.															
The server will:															
3. Hold the ball in the free hand.															
4. Bring the paddle back on the dominant side of the body.															
5. Drop the ball onto the table in front and slightly toward the dominant side of the body.															
6. Keep his/her eyes on the ball until contact is made.															
7. Bring the paddle forward, keeping the paddle face parallel with the net.															
8. Before the ball bounces a second time, hit it directly over the net.															
9. Follow through by reaching toward the net.															
The receiver will:															
10. Keep his/her eyes on the oncoming ball.															

(Continued)

Ping Pong (Continued)

Steps: The learner will:	Students' Names												
11. Bring the paddle back to one side of the body.													
12. Move body so the paddle is in line with the path of the oncoming ball.													
13. If ball is coming directly at him/her, move to the left or right to contact the ball at the side of the body.													
14. If ball is coming too far away, move toward the ball.													
15. Bring paddle forward, keeping its face parallel to the net.													
16. Before the ball bounces a second time, hit it directly over the net.													
17. Follow through by reaching toward the net.													
18. Repeat Steps 10-17 to keep the ball in play.													

Potato Race

Active Game

Objective:	Given a potato on a spoon, the learner will run to and around a chair and return without dropping the potato. (7 Steps.)
Entering Skills Required:	Mobility, arm/hand control, balancing skill.
Materials:	Spoon and potato Starting line and chair.
Procedure:	Child stands behind line and on signal go, runs around the chair and back.
Steps:	The learner will: 1. Stand behind the starting line. 2. Hold the spoon by the handle so it is parallel to the floor. 3. Place the potato on the bowl of the spoon. 4. Let go of the potato and not touch it while racing. 5. On the signal "go" run to and around a chair 25 yards away. 6. If the potato falls, replace it on the spoon before continuing. 7. Run back, trying to be first to cross the finish line.

Potato Race

Objective: Given a potato on a spoon, the learner will run to and around a chair and return without dropping the potato. (7 Steps.)

Steps: The learner will:	Students' Names												
1. Stand behind the starting line.													
2. Hold the spoon by the handle so it is parallel to the floor.													
3. Place the potato on the bowl of the spoon.													
4. Let go of the potato and not touch it while racing.													
5. On the signal "go" run to and around a chair 25 yards away.													
6. If the potato falls, replace it on the spoon before continuing.													
7. Run back, trying to be first to cross the finish line.													

Raggedy Ann Game

Table Game

Objective: Given a Raggedy Ann gameboard and cards, the learner will spin the spinner and draw cards from the pile indicated on the spinner to be the first player to complete a Raggedy Ann and a Witch Wiggle Puzzle. (12 Steps.)

Entering Skills Required: Matching, fine motor, ability to put together 6 piece puzzle.

Materials: Raggedy Ann gameboard and cards

Procedure: Two to four players are seated at a table with the gameboard between them. The cards are shuffled and dealt out, one at a time, placing them face-down in piles on the eight places on the gameboard. Each player spins and the player to spin Witch Wiggle plays first. Other players play in turn to the left.

Steps: The learner will:

1. Spin the spinner.
2. Match the picture spun with a like picture on the gameboard.
3. Pick up the top card from the pile under this matching picture.
4. Look at the drawn card.
5. Place the card face-up on the table in front of him/her if it is part of the Raggedy Ann or Witch Wiggle pictures.
6. Place the card in his/her "hand" so no one sees it if it is an Uncle Clem card.
7. Wait for next turn.
8. Spin and repeat Steps 1-6, or:
9. Draw a card from any players hand and repeat Steps 2-6.
10. Place any duplicate puzzle cards drawn in his/her hand.
11. Draw a card from another players hand if he/she spins an empty pile picture.
12. Repeat steps 1-10 until someone completes a 6 card Raggedy Ann Puzzle or a 3 card Witch Wiggle Puzzle.

c.
1974 Milton Bradley
Springfield, Mass.,

Raggedy Ann Game

Objective: Given a Raggedy Ann gameboard and cards, the learner will spin and draw cards from the pile indicated on the spinner to be the first player to complete a Raggedy Ann and a Witch Wiggle Puzzle. (12 Steps.)

Steps: The learner will:	Students' Names													
1. Spin the spinner.														
2. Match the picture spun with a like picture on the gameboard.														
3. Pick up the top card from the pile under this matching picture.														
4. Look at the drawn card.														
5. Place the card face-up on the table in front of him/her if it is part of the Raggedy Ann or Witch Wiggle pictures.														
6. Place the card in his/her "hand" so no one sees it if it is an Uncle Clem card.														
7. Wait for next turn.														
8. Spin and repeat Steps 1-6, or:														
9. Draw a card from any players hand and repeat Steps 2-6.														
10. Place any duplicate puzzle card drawn in his/her hand.														
11. Draw a card from another players hand if he/she spins an empty pile picture.														
12. Repeat steps 1-10 until someone completes a 6 card Raggedy Ann Puzzle or a 3 card Witch Wiggle Puzzle.														

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Rolling A Ball
(Seated)

Skill Activity

Objective: Given a ball, the learner will sit on the floor and push the ball so that it rolls toward another person. (12 Steps.)

Entering Skills Required: Eye/hand control, push objects, arm strength.

Material: Ball.

Procedure: The children will sit on the floor either facing another person or in a circle facing inwards.

Steps: The learner will:

1. Sit with legs positioned so he/she can roll the ball.
2. Place the ball on the floor in front of him/her.
3. Place one or both hands on the ball.
4. Extend arms to push the ball forward.
5. Direct the ball toward another person.
6. Remain seated and wait for the ball to be rolled to him/her.
7. Watch the ball.
8. Put his/her hands out to catch the ball as it approaches.
9. Catch the ball.
10. Stand and walk to get the ball if it goes outside the circle.
11. Return with the ball.
12. Repeat Steps 1-11.

Rolling A Ball
(Seated)

Objective: Given a ball, the learner will sit on the floor and push the ball so that it rolls toward another person. (12 Steps.)

Steps: The learner will:	Students' Names														
1. Sit with legs positioned so he/she can roll the ball.															
2. Place the ball on the floor in front of him/her.															
3. Place one or both hands on the ball.															
4. Extend arms to push the ball forward.															
5. Direct the ball toward another person.															
6. Remain seated and wait for the ball to be rolled to him/her.															
7. Watch the ball.															
8. Put his/her hands out to catch the ball as it approaches.															
9. Catch the ball.															
10. Stand and walk to get the ball if it goes outside the circle.															
11. Return with the ball.															
12. Repeat Steps 1-11.															

Ring Around the Rosie

Active Circle Game

Objective: Given opportunity to play Ring Around the Rosie, the learner will walk in a circle holding hands and sit at the appropriate time in the song. (6 Steps.)

Entering Skills Required: Mobility, ability to stand up and sit down.

Materials: None.

Procedure: The children will stand in a circle with their hands joined. Chant: "Ring Around the Rosie, Pocket Full of Possies, Ashes, Ashes, All Fall Down."

Steps: The learner will:

1. Walk clockwise in a circle.
2. Keep hands joined to the next persons.
3. Sing or hum the chant.
4. Sit down immediately on the phrase "all fall down."
5. Stand up on the teachers command.
6. Repeat Steps 1-5.

Ring Around the Rosie

Objective: Given opportunity to play Ring Around the Rosie, the learner will walk in a circle holding hands and sit at the appropriate time in the song. (6 Steps.)

Steps: The learner will:	Students' Names												
1. Walk clockwise in a circle.													
2. Keep hands joined to the next persons.													
3. Sing or hum the chant.													
4. Sit down immediately on the phrase "all fall down."													
5. Stand up on the teachers command.													
6. Repeat Steps 1-5.													

Relay - Balloon

Active Game

Objective: Given a balloon, a box, and chair, the learner will run to the chair from a designated line, take a balloon out of the box, place it on the chair, sit on it to break it, and then run back to the starting line. (14 Steps.)

Entering Skills Required: Mobility.

Materials: Balloons, box, and chairs.

Procedure: Teams lined up behind starting line facing balloons.

Steps: The learner will:

1. Stand in line facing the balloons.
2. Run toward balloon box on signal "Go."
3. Stop at the box of balloons.
4. Pick up a balloon.
5. Place the balloon on the seat of the chair.
6. Hold the balloon.
7. Retrieve the balloon if it pops away.
8. While holding balloon, turn back to chair.
9. Sit on balloon to make it pop.
10. Stand up.
11. Run back to the line.
12. Touch the line leader's hand.
13. Walk to the end of the line.
14. Wait in position in line.

Teaching Hints: Alternatives: Have the children step on the balloons to break them rather than sit on them or have them break them with their hands. Tape the balloons on the wall and let the children pull them down.

Relay - Balloon

Objective: Given a balloon, a box, and chair, the learner will run to the chair from a designated line, take a balloon out of the box, place it on the chair, sit on it to break it, and then run back to the starting line. (14 Steps.)

Steps: The learner will:	Students' Names											
1. Stand in line facing the balloons.												
2. Run toward balloon box on signal "Go."												
3. Stop at the box of balloons.												
4. Pick up a balloon.												
5. Place the balloon on the seat of the chair.												
6. Hold the balloon.												
7. Retrieve the balloon if it pops away.												
8. While holding balloon, turn back to chair.												
9. Sit on balloon to make it pop.												
10. Stand up.												
11. Run back to the line.												
12. Touch the line leader's hand.												
13. Walk to the end of the line.												
14. Wait in position in line.												

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Red Rover

Active Game

Objective: Given an opportunity to play the game Red Rover, the learner will stand in line and hold hands to prevent an opponent from running through his/her line, and/or will run when his/her name is called to break through the opponent's line. (9 Steps.)

Entering Skills Required: Strong hand grasp, running skill, respond to name.

Materials: None.

Procedure: The teams spread out at opposite ends of the area. Each team joins hands tightly forming a solid line to keep the opponent from breaking through. Any player may call "Red Rover."

Steps: The learner will:

1. Stand in line holding the hand of the player on either side.
2. Take his/her turn at calling "Red Rover, Red Rover, send __________ over."
3. Look to see if the opponent is running in his/her direction.
4. Tighten grasp of partners hand to keep runner from breaking through.
5. Run when the opponent calls his/her name.
6. Keep running forcefully into the opponent's clasped hands.
7. Return to his/her own team's line if he/she breaks through.
8. Join the opposing teams line if he/she does not break through.
9. Repeat Steps 1-7 until the game is stopped.

Teaching Hints: It may be helpful to stand next to a player with a weak grasp.

Red Rover

Objective: Given an opportunity to play the game Red Rover, the learner will stand in line and hold hands to prevent an opponent from running through his/her line, and/or will run when his/her name is called to break through the opponent's line. (9 Steps.)

Steps: The learner will:	Students' Names											
1. Stand in line holding the hand of the player on either side.												
2. Take his/her turn at calling "Red Rover, Red Rover, send ________ over."												
3. Look to see if the opponent is running in his/her direction.												
4. Tighten grasp of partners hand to keep runner from breaking through.												
5. Run when the opponent calls his/her name.												
6. Keep running forcefully into the opponent's clasped hands.												
7. Return to his/her own team's line if he/she breaks through.												
8. Join the opposing teams line if he/she does not break through.												
9. Repeat Steps 1-7 until the game is stopped.												

Run Mousey Run

Table Game

Objective: Given a Run Mousey Run Game, the learner will push the mouse to make it run, let it go in the center of the circle and collect the number of cheese wedges indicated on the square where it stops to fill his/her cheese board and thereby wins the game. (11 Steps.)

Entering Skills Required: Fine Motor Control, match numbers, and rote count to four.

Materials: A Run Mousey Run Game with a mouse, gameboard and cheese wedges.

Procedure: The gameboard is set between the players and the big cat piece placed over the mouse hole. Players take turns. If the mouse stops on two squares, the square with the mouse's head in it is used for the play.

Steps: The learner will:

1. Pick a cheeseboard to hold the cheese wedges he/she wins.
2. Place the cheeseboard on the table near them.
3. Push the mouse forward in two or three short spurts to start its motor.
4. Immediately release the mouse in the center of the circle.
5. Count the number of cheese wedges in the section where the mouse stops.
6. Take that number of cheese wedges from the pile.
7. Place these wedges on his/her cheeseboard.
8. If the mouse stops on the Lady with the Broom section lose one wedge of cheese back to the pile.
9. If the mouse stops on the Cat section, lose all his/her cheese wedges back to the pile.
10. If the mouse escapes all the way through the mouse hole (tail and all), be an instant winner.
11. Continue play in turn until a player wins by being an instant winner. (Step 10), or by filling all the spaces on the cheeseboard.

c.
1977 Louis Marx & Co.,
Girard, Pa., 16417

Run Mousey Run

Objective: Given a Run Mousey Run Game, the learner will push the mouse to make it run, let it go in the center of the circle and collect the number of cheese wedges indicated on the square, where it stops to fill his/her cheese board and thereby wins the game. (11 Steps.)

Steps: The learner will:	Students' Names													
1. Pick a cheeseboard to hold the cheese wedges he/she wins.														
2. Place the cheeseboard on the table near them.														
3. Push the mouse forward in two or three short spurts to start its motor.														
4. Immediately release the mouse in the center of the circle.														
5. Count the number of cheese wedges in the section where the mouse stops.														
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10. If the mouse escapes all the way through the mouse hole (tail and all), be an instant winner.														
11. Continue play in turn until a player wins by being an instant winner. (Step 10), or by filling all the spaces on the cheeseboard.														

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Run, Rabbit, Run

Active Game

Objective: Given the directions to play the game of "Run Rabbit Run," the learner will actively participate in the game as either a rabbit or a fox until only one rabbit remains. (11 Steps.)

Entering Skills Required: Mobility.

Materials Needed: None.

Procedure: The children stand at one end of the room and be rabbits. One child is "it", and stands in the middle of the area. He/she says, "Run Rabbit Run" and the other children run toward him/her to the other end of the room. Any children "it" tagged stays in the middle to help catch other rabbits. When only one rabbit remains he/she becomes the new "it", and the game begins again.

Steps: The learner will:

1. Stand until "it" says, "Run Rabbit Run."
2. Run to the opposite wall.
3. Dodge and run to avoid being tagged by "it."
4. Touch the opposite wall to be safe.
5. Repeat Steps 1-4 until tagged by "it."
6. If tagged, stay in the center and also become "it."
7. Say: "Run Rabbit Run."
8. Chase the other players.
9. Tag the other players.
10. Repeat Steps 7-10 until all the rabbits are caught.
11. Become "it" for the next game if he/she is the last rabbit caught.

Teaching Hints: The game can be renamed Dog Catcher (or any other name) and the children renamed accordingly, to foster interest. Rabbits may wear pinnies or hats to distinguish them. They may run backwards or sideways for variety. It seems helpful to group the kids by ability. Hand signals may be used for non-verbal children.

Run, Rabbit, Run

Objective: Given the directions to play the game of "Run, Rabbit, Run," the learner will actively participate in the game as either a rabbit or a fox until only one rabbit remains. (11 Steps.)

Steps: The Learner will:	Students' Names											
1. Stand until "it" says "Run Rabbit Run."												
2. Run to the opposite wall.												
3. Dodge and run to avoid being tagged by "it".												
4. Touch the opposite wall to be safe.												
5. Repeat Steps 1-4 until tagged by "it."												
6. If tagged, stay in the center and also become "it."												
7. Say: "Run Rabbit Run."												
8. Chase the other players.												
9. Tag the other players.												
10. Repeat Steps 7-10 until all the rabbits are caught.												
11. Become "it" for the next game if he/she is the last rabbit caught.												

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Shark Bite

Table Game

Objective: Given a Shark Bite Game, the learner will roll all three dice, avoiding the shark, to score the most points after 10 rounds. (11 Steps.)

Entering Skills Required: Roll dice, scoring skills, recognize shark.

Materials: Shark Bite Game, with three dice (one with a shark picture), dice cup, score sheets, and pencil.

Procedure: Any number of players seated around a table. The winner has the greatest total points after a ten round game. All three dice must be thrown on each roll. The player may roll more than once on each round but anytime a shark appears the score for the total round is zero. This is a high functioning level game.

Steps: The learner will:

1. Shake all 3 dice in the dice cup.
2. Roll the dice out onto the table.
3. If a shark appears, enter zero in any one category of the score sheet.
4. Wait for next turn.
5. If no shark appears, choose a category and total the score of the dice.
6. Choose to enter that total on the score sheet and end that turn,
7. Or shake again to add to his/her score.
8. If he/she shakes again and a shark appears, lose the score from first shake and enter zero on score sheet.
9. Repeat Steps 5-8 until a total is entered or a shark rolled.
10. Repeat Steps 1-7 for ten rounds.
11. Add the total score after ten rounds to determine the highest score and winner.

Teaching Hints: The teacher may need to assist in choosing categories and scoring.

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St. Paul, Minn., 55109

Shark Bite

Objective: Given a Shark Bite Game, the learner will roll all three dice, avoiding the shark, to score the most points after 10 rounds. (11 Steps.)

Steps: The learner will:	Students' Names												
1. Shake all 3 dice in the dice cup.													
2. Roll the dice out onto the table.													
3. If a shark appears, enter zero in any category of the score sheet.													
4. Wait for next turn.													
5. If no shark appears, choose a category and total the score of the dice.													
6. Choose to enter that total on the score sheet and end that turn,													
7. Or shake again to add to his/her score.													
8. If he/she shakes again and a shark appears, lose the score from first shake and enter zero on score sheet.													
9. Repeat Steps 5-8 until a total is entered or a shark rolled.													
10. Repeat Steps 1-7 for ten rounds.													
11. Add the total score after ten rounds to determine the highest score and winner.													

Silly Sandwich

Table Game

Objective: Given a Silly Sandwich Gameboard and pieces, the learner will roll the dice and move his/her pawn to get the greatest number of sandwich ingredients. (8 Steps.)

Entering Skills Required: Roll dice, recognizes numbers and rote count to six, fine motor control.

Materials: Silly Sandwich Game with board, pawns, dice and pieces.

Procedure: Two to four players will be seated around the open gameboard. Each player is given one slice of bread, a pawn, and one sandwich ingredient. One slice of bread is placed on any of the bread boxes. The remainder of the ingredients are piled on the refrigerator. The winner is the player with the greatest number of ingredients when someone completes their sandwich.

Steps: The learner will:

1. Place his/her pawn on the arrow square of the same color.
2. Place his/her slice of bread and ingredient on a pile off the gameboard.
3. Roll the dice.
4. Move his/her pawn the number of spaces indicated on the dice.
5. If the pawn lands on a refrigerator space take one ingredient from the center pile.
6. If the pawn lands on a space beside the picture of the dog or cat, return one ingredient from his/her sandwich to the center pile.
7. If the pawn lands on the colored square in front of the bread box with the extra bread slice on it, choose to take the slice and end the game, or to leave the slice and continue play.
8. Repeat Steps 1-7 until either all the ingredients have been taken or the extra slice of bread has been taken.

c.
1975 Milton Bradley Co.,
Springfield, Mass.,

Silly Sandwich

Objective: Given a Silly Sandwich Gameboard and pieces, the learner will roll the dice and move his/her pawn to get the greatest number of sandwich ingredients. (8 Steps.)

Steps: The learner will:	Students' Names											
1. Place his/her pawn on the arrow square of the same color.												
2. Place his/her slice of bread and ingredient on a pile off the gameboard.												
3. Roll the dice.												
4. Move his/her pawn the number of spaces indicated on the dice.												
5. If the pawn lands on a refrigerator space take one ingredient from the center pile.												
6. If the pawn lands on a space beside the picture of the dog or cat, return one ingredient from his/her sandwich to the center pile.												
7. If the pawn lands on the colored square in front of the bread box with the extra bread slice on it, choose to take the slice and end the game, or to leave the slice and continue play.												
8. Repeat Steps 1-7 until either all the ingredients have been taken or the extra slice of bread has been taken.												

"Integrating Trainable Mentally Retarded Children Through Community Education."

Simon Says

Active Game

Objective: Given the opportunity to play Simon Says, the learner will be "Simon" and call out actions, some of which are preceded by "Simon Says", and/or be a follower and perform only the actions preceded by "Simon Says." (8 Steps.)

Entering Skills Required: Auditory discrimination, understanding of action words, respond to commands.

Materials: None

Procedure: "Simon" stands in front of the group and gives commands like "run" or "sit". Some commands are preceded by "Simon Says". Only those actions are done by the children. The remainder of the children are spread out facing "Simon." Change Simons frequently.

Steps: The learner will, when he/she is Simon:

1. Give a variety of commands to the group.
2. Precede some commands with the phrase, "Simon Says."
3. Not precede some of the commands with "Simon Says."
4. Perform all of the movements he/she commands.
5. Call out the names of the players who are caught moving at the wrong time.

The learner will, when he/she is not Simon:

6. Look at "Simon."
7. Perform all the movements preceded by the phrase, "Simon Says."
8. Not perform any movements not preceded by the phrase, "Simon Says."

Teaching Hints: The game may be played preceding all commands with "Simon Says" at first until that part of the game is understood. Action pictures may be used in place of commands for non-verbal students. A good game to teach action words. Stress that the object of the game is not to be caught by performing a movement command which is not preceded by "Simon Says."

Simon Says

Objective: Given the opportunity to play Simon Says, the learner will be "Simon" and call out actions, some of which are preceded by "Simon Says" and/or be a follower and perform only the actions preceded by "Simon Says." (8 Steps.)

	Students' Names														
Steps: The learner will, when he/she is Simon:															
1. Give a variety of commands to the group.															
2. Precede some commands with the phrase, "Simon Says."															
3. Not precede some of the commands with "Simon Says."															
4. Perform all of the movements he/she commands.															
5. Call out the names of the players who are caught moving at the wrong time.															
The learner will, when he/she is not Simon:															
6. Look at "Simon."															
7. Perform all the movements preceded by the phrase, "Simon Says."															
8. Not perform any movements not preceded by the phrase, "Simon Says."															

Snoopy Card Game

Table Game

Objective: Given a Snoopy Card Game, the learner will play his/her cards to win Snoopy bowls and thereby move the playing piece to the finish area. (17 Steps.)

Entering Skills Required: Fine motor control, matching skills

Materials: A Snoopy Card Game with cards, playing pieces and a gameboard.

Procedure: Two to four players seated around the unfolded gameboard. The Bowl Cards are placed face-down on the table and three of the scoring bowl disks placed face-down on each of the eight characters in the center of the board. Six playing cards are dealt to each player and the remainder are set aside. The top cards of the "Bowl" card pile is turned over.

Steps: The learner will:

1. Choose a colored piece to represent him/her during the game.
2. Place that piece on "the start area" of the board.
3. Pick up the cards dealt.
4. Place the cards fanned out in his/her hand.
5. Look at the turned up bowl card.
6. Look in his/her hand for a matching card.
7. Place that matching card face-up on the table.
8. Take one disk from the matching character area on the board.
9. Place that disk on the table.
10. Look at the number on the bowl disk.
11. Move his/her playing piece as many spaces on the board as the number on the "Bowl" disk.
12. If he/she does not have a matching card, or after Step 11, wait quietly while the other players play this round.
13. Draw a card from the hand of the player on the right.
14. Fan out his/her cards and allow the player on the left to draw one.
15. Place the new card in his/her hand.
16. Turn up a new "Bowl" card and place it on the pile.
17. Repeat Steps 4-15 for rounds etc., until a player reaches the finish area of the gameboard and is the winner.

c.
1965 United Features Syndicate
Milton Bradley
Springfield, Mass.,

Snoopy Card Game

Objective: Given a Snoopy Card Game, the learner will play his/her cards to win Snoopy bowls and thereby move the playing piece to the finish area. (17 Steps.)

Steps: The learner will:	Students' Names													
1. Choose a colored piece to represent him/her during the game.														
2. Place that piece on "the start area" of the board.														
3. Pick up the cards dealt.														
4. Place the cards fanned out in his/her hand.														
5. Look at the turned up bowl card.														
6. Look in his/her hand for a matching card.														
7. Place that matching card face-up on the table.														
8. Take one disk from the matching character area on the board.														
9. Place that disk on the table.														
10. Look at the number on the bowl disk.														
11. Move his/her playing piece as many spaces on the board as the number on the "Bowl" disk.														
12. If he/she does not have a matching card, or after Step 11, wait quietly while the other players play this round.														
13. Draw a card from the hand of the player on the right.														
14. Fan out his/her cards and allow the player on the left to draw one.														

(Continued)

Snoopy Card Game

(Continued)

Steps: The learner will:	Students' Names													
15. Place the new card in his/her hand.														
16. Turn up a new "Bowl" card and place it on the pile.														
17. Repeat Steps 4-15 for rounds etc., until a player reaches the finish area of the gameboard and is the winner.														

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Squirrels in the Trees

Active Game

Objective: Given two sets of players to form a tree and one player to be a squirrel, and one extra squirrel, the squirrels will change trees on the teachers command trying not to be the squirrel without a tree. (14 Steps.)

Entering Skills Required: Mobility, respond to whistle or signal, understand "in" and "out" of tree.

Materials: None.

Procedure: Children form groups of three; two of them holding hands to form the tree around the third child who is the squirrel. There are one or more squirrels with no trees. The teacher signals the squirrels to find a new tree. Every squirrel must leave his/her tree on each turn. After playing awhile have the squirrels become trees until all players have been squirrels.

Steps: The learner will, when he/she is a tree:

1. Stand facing his/her partner.
2. Join hands with partner.
3. Raise arms up on the teachers signal, to allow the squirrel out to change trees.
4. Keep arms raised and allow a new squrrel to enter the tree.
5. Lower arms to form a tree around the new player.
6. Repeat Steps 3-5.

   When he/she is a squirrel:
7. Stand in the tree made by the two players.
8. Leave the tree by going under the raised arms, on the teachers signal.
9. Run to another tree.
10. If it is occupied by a squirrel, go to another tree.
11. If it is vacant, go under the players arms.
12. Stand in the closed tree.
13. If there are no vacant trees, stand outside the trees until the teacher signals again.
14. Repeat Steps 7-13.

Squirrels in the Trees

Objective: Given two sets of players to form a tree and one player to be a squirrel, and one extra squirrel, the squirrels will change trees on the teachers command trying not to be the squirrel without a tree. (14 Steps.)

Steps: The learner will, when he/she is a tree:	Students' Names										
1. Stand facing his/her partner.											
2. Join hands with partner.											
3. Raise arms up on the teachers signal, to allow the squirrel out to change trees.											
4. Keep arms raised and allow a new squirrel to enter the tree.											
5. Lower arms to form a tree around the new player.											
6. Repeat Steps 3-5.											
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8. Leave the tree by going under the raised arms, on the teachers signal.											
9. Run to another tree.											
10. If it is occupied by a squirrel, go to another tree.											
11. If it is vacant, go under the players arms.											
12. Stand in the closed tree.											
13. If there are no vacant trees, stand outside the trees until the teacher signals again.											
14. Repeat Steps 7-13.											

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Stadium Checkers

Table Game

Objective: Given the Stadium Checkers base and five marbles, the learner will place his/her marbles in the home base, and turn a stadium ring on each move to be first to manipulate all five of his/her marbles home. (8 Steps.)

Entering Skills Required: Fine motor skill, eye/hand coordination

Materials: Stadium checkers base and five marbles.

Procedure: Two, three or four players will be seated with the stadium checkers base between them. The first player to get all five marbles home is the winner.

Steps: The learner will:

1. Choose five marbles of the same color to represent him/her during the game.
2. Place the marbles between the two black dots on the outer ring in the section nearest to him/her.
3. Indicate by saying or pointing which marble will go in which slot on that play.
4. Turn either the ring that marble is in, or the ring below it.
5. Keep turning the ring until the marble falls into the indicated slot.
6. Wait quietly for his/her turn.
7. Follow the rule that if his/her marble drops into a center pocket other than his/her own, that marble must be started over by placing it back on the outside ring of his/her section.
8. Repeat Steps 3-6 until all five marbles fall into his/her own home center pocket.

c.
1976 Schaper Mfg., Co.,

Stadium Checkers

Objective: Given the Stadium Checkers base and five marbles, the learner will place his/her marbles in the home base, and turn a stadium ring on each move to be first to manipulate all five of his/her marbles home. (8 Steps.)

Steps: The learner will:	Students' Names													
1. Choose five marbles of the same color to represent him/her during the game.														
2. Place the marbles between the two black dots on the outer ring in the section nearest to him/her.														
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8. Repeat Steps 3-6 until all five marbles fall into his/her own home center pocket.														

Stay Alive

Table Game

Objective: Given the Stay Alive Game and five marbles, the learner will place his/her marbles randomly on the grid and push any slide one notch on each move trying to be the last player to have all his/her marbles fall through the grid. (9 Steps.)

Entering Skills Required: Fine motor skill, eye/hand coordination.

Materials: Stay Alive Gameboard and five of the same colored marbles.

Procedure: Two, three or four players are seated around the gameboard. Play by moving the levers ONLY ONE position until only one player has marbles remaining on the grid and is the winner.

Steps: The learner will:

1. Choose five marbles of the same color to represent him/her in the game.
2. Place these marbles in the storage well to his/her right.
3. Push the slides so they are arranged in varied random positions.
4. Place one of his/her marbles anywhere on the grid.
5. Wait quietly while the other players place one marble on the grid.
6. Repeat steps 4 and 5 until all the marbles have been placed on the grid.
7. Move any slide (red or white) one position.
8. Wait quietly while other players move.
9. Repeat Steps 7 and 8 until all of one players marbles have fallen through the grid.

c. 1971 Milton Bradley Co.,
Springfield, Mass.,

Stay Alive

Objective: Given the Stay Alive Game and five marbles, the learner will place his/her marbles randomly on the grid and push any slide one notch on each move trying to be the last player to have all his/her marbles fall through the grid. (9 Steps.)

Steps: The learner will:	Students' Names												
1. Choose five marbles of the same color to represent him/her in the game.													
2. Place these marbles in the storage well to his/her right.													
3. Push the slides so they are arranged in varied random positions.													
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9. Repeat Steps 7 and 8 until all of one player's marbles have fallen through the grid.													

"Integrating Trainable Mentally Retarded Children Through Community Education."

Steal the Bacon

Active Game

Objective: Given two facing lines of children with an object between them, the learner will run to grab the object when his/her name, number or color is called, bringing it back safely, or will chase and tag the other students if they grab the object first. (8 Steps.)

Entering Skills Required: Respond to name or number, running mobility, grasp, dodging and tagging concepts.

Materials Needed: Bean Bag, ring or brightly colored object.

Procedure: The children will stand in two lines, approximately 15-20 feet apart facing each other with the bacon between them. Teacher calls out random names or numbers, so one child from each line tries to grab the bacon and run back to their line. One point is scored on each try either for successfully stealing the bacon or for catching the stealer.

Steps: The learner will:

1. Stand in the designated place.
2. Respond when his/her name or number is called.
3. Run immediately toward the bacon.
4. Try to outwit and dodge the opponent.
5. Pick up the bacon.
6. Run immediately back to the line or,
7. Chase the other person if they grab the bacon first.
8. Try to tag the other person before they get back to the spot.

Teaching Hints: You may use different objects to represent the bacon at different times, or you may let children have a turn at being the caller. It may be helpful to have the children sit instead of stand or to use colors (either squares to sit on or marks on their hands) in place of numbers or names to represent the child.

Steal the Bacon

Objective: Given two facing lines of children with an object between them, the learner will run to grab the object when his/her name, number or color is called, bringing it back safely or will chase and tag the other students if they grab the object first. (8 Steps.)

Steps: The Learner will:	Students' Names												
1. Stand in the designated place.													
2. Respond when his/her name or number is called.													
3. Run immediately toward the bacon.													
4. Try to outwit and dodge the opponent.													
5. Pick up the bacon.													
6. Run immediately back to the line or,													
7. Chase the other person if they grab the bacon first.													
8. Try to tag the other person before they get back to the spot.													

Swinging

Skill Activity

Objective: Given a swing set, the child will sit on the swing, hold on to the chains and pump his/her legs to swing. (14 Steps.)

Entering Skills Required: Willingness to lose contact with the ground, ability to hold on

Materials: Swing set

Procedure: Swings - free play

Steps: The learner will:

1. Back up to the swing.
2. Hold one chain of the swing in one hand.
3. Sit on the swing.
4. Hold other chain of swing in the other hand.
5. Push against the ground with his/her feet to propel body up.
6. Lift feet off ground.
7. Point legs straight up in the air and lean back during the upswing.
8. Sit upright and pull legs rapidly under the swing during the downswing.
9. Continue pumping with forward and backward motion of the legs.
10. Slow the swing gradually to a stop.
11. Place feet on the ground.
12. Let go of chain with one hand.
13. Push self to standing position.
14. Drop hold of chain in other hand.

Teaching Hints: Teacher can sit and hold child at first, push child as a next stage and then slowly help children learn to swing on their own.

Swinging

Objective: Given a swing set, the child will sit on the swing, hold on to the chains and pump his/her legs to swing. (14 Steps.)

Steps: The learner will:	Students' Names											
1. Back up to the swing.												
2. Hold one chain of the swing in one hand.												
3. Sit on the swing.												
4. Hold other chain of swing in the other hand.												
5. Push against the ground with his/her feet to propel body up.												
6. Lift feet off ground.												
7. Point legs straight up in the air and lean back during the upswing.												
8. Sit upright and pull legs rapidly under the swing during the downswing.												
9. Continue pumping with forward and backward motion of the legs.												
10. Slow the swing gradually to a stop.												
11. Place feet on the ground.												
12. Let go of chain with one hand.												
13. Push self to standing position.												
14. Drop hold of chain in other hand.												

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Tag - Ball

Active Ball Game

Objective: Given a Ball Tag Area, two teams, and several yarn balls, the learner will run to pick up a ball and throw it to hit an opponent, or be out if hit, until all the players on one side are out. (10 Steps.)

Entering Skills Required: Mobility, ball throwing skill.

Materials: Several yarn balls and two lines on the floor forming two safe areas of approximately 10', one on each end of the gym.

Procedure: Six or more players form two equal squads who stand facing each other at opposite sides of the gym. Each team has a safe area 10' out from the wall and the center area is a free area. The balls are set in the middle of floor and on signal "start" from teacher, each team runs toward balls and throws them at opponents Each ball may be thrown only once on each play. A player hit by a ball before crossing back into his safe area is out of the game. If the person catches the ball on the fly, the thrower is out of the game. "Out players" may be judges of who is hit: Play continues until one entire team is out.

Steps: The learner will:

1. Stand at his/her side of gym.
2. Run toward balls on signal "go."
3. Pick up a ball.
4. Throw the ball at an opponent.
5. Dodge on-coming balls or
6. Catch on-coming balls on the fly.
7. Run back to his/her own safe area when necessary.
8. Be out of the game if hit by a ball.
9. Be out of the game if someone catches a ball on the fly that he/she has thrown.
10. Repeat Steps 1-9 until all players on one side are out.

Tag - Ball

Objective: Given a Ball Tag Area, two teams, and several yarn balls, the learner will run to pick up a ball and throw it to hit an opponent, or be out if hit, until all the players on one side are out. (10 Steps.)

	Students' Names												
Steps: The learner will:													
1. Stand at his/her side of gym.													
2. Run toward balls on signal "go."													
3. Pick up a ball.													
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5. Dodge on-coming balls or													
6. Catch on-coming balls on the fly.													
7. Run back to his/her own safe area when necessary.													
8. Be out of the game if hit by a ball.													
9. Be out of the game if someone catches a ball on the fly that he/she has thrown.													
10. Repeat Steps 1-9 until all players on one side are out.													

Tag - Bottle

Active Game

Objective: Given a circle of students, a rolled-up newspaper, and a container, the learner will chase and try to catch "it" when hit with the paper, or be "it" hitting another student on the knee, and then placing the paper in the container. (11 Steps)

Entering Skills Required: Mobility and gross motor skills; tag and dodge concepts

Materials: A large mouth container and a rolled-up newspaper.

Procedure: Players sit in a circle 8-10' from a container. One person is "it" and stands in the middle near the container with a rolled-up paper. He/she hits the new "it" lightly on the knee and runs to place the paper in the container with the paper in it.

Steps: The learner will:

1. Sit or kneel in the circle.
2. If hit with the paper, stand up.
3. Run to tag "it" before they can put the paper in the container.
4. Become the new "it."
5. Pick the rolled newspaper out of the container.
6. Walk around inside the circle.
7. Hit someone on the knee with the rolled paper.
8. Run to the container.
9. Place the paper in the container so it remains standing.
10. Go back to a place in the circle.
11. Repeat Steps 1-10.

Tag - Bottle

Objective: Given a circle of students, a rolled-up newspaper, and a container, the learner will chase and try to catch "it" when hit with the paper, or be "it" hitting another student on the knee, and then placing the paper in the container. (11 Steps.)

Steps: The learner will:	Students' Names												
1. Sit or kneel in the circle.													
2. If hit with the paper, stand up.													
3. Run to tag "it" before they can put the paper in the container.													
4. Become the new "it."													
5. Pick the rolled newspaper out of the container.													
6. Walk around inside the circle.													
7. Hit someone on the knee with the rolled paper.													
8. Run to the container.													
9. Place the paper in the container so it remains standing.													
10. Go back to a place in the circle.													
11. Repeat Steps 1-10.													

Tag - Cloth

Active Game

Objective: Given a piece of cloth for insertion at his/her waistband, the learner will when "it", pursue other players to tag them without hitting or shoving, and/or when not "it", run and dodge from "it." (9 Steps.)

Entering Skills Required: Mobility, understand concepts of tag and dodging.

Materials: A piece of brightly colored cloth 16-20" for each player.

Procedure: The children are scattered about a large area such as the gym. The person who is "it" has no cloth. The other players have a cloth tucked in their belts which "it" tries to take. The new person without a cloth becomes the new "it."

Steps: The learner will:

1. Tuck one half of the cloth in his/her belt so the other half hangs out and is clearly visible.
2. Not touch the cloth after it is in the belt.
3. Dodge and run from "it" who is trying to grab his/her cloth.
4. Follow the rule of not pulling the cloth away if it is grabbed.
5. Become "it" if his/her cloth is taken away.
6. Chase the other players if he/she is "it".
7. Try to take away other player's cloth if he/she is "it."
8. Tuck the new cloth in his/her belt if he/she succeeds in getting it.
9. Repeat Steps.

Teaching Hints: This game can be called monkey tag with the cloth being monkey tails and the person without a tail being the monkey catcher. Each monkey has only one tail and only the person without a tail may a tail take.

Tag - Cloth

Objective: Given a piece of cloth for insertion at his/her waistband, the learner will when "it", pursue other players to tag them without hitting or shoving, and/or when not "it", run and dodge from "it." (9 Steps.)

Steps: The learner will:	Students' Names													
1. Tuck one half of the cloth in his/her belt so the other half hangs out and is clearly visible.														
2. Not touch the cloth after it is in belt.														
3. Dodge and run from "it" who is trying to grab his/her cloth.														
4. Follow the rule of not pulling the cloth away if it is grabbed.														
5. Become "it" if his/her cloth is taken away.														
6. Chase the other players if he/she is "it."														
7. Try to take away other player's cloth if he/she is "it."														
8. Tuck the new cloth in his/her belt if he/she succeeds in getting it.														
9. Repeat Steps.														

Tag - Simple

Active Game

Objective: Given several students in a free area, the learner will chase the other players to tag them when "it", or will run and dodge from the other players to avoid being tagged by them when not "it."

Materials: Open space

Entering Skills Required: Mobility equal to opponents, understand concepts of tagging, dodging and being "it."

Procedure: The learners are scattered about in a large area such as a gym. One person is designated to be "it."

Steps: The learner will:

1. Run away from "it" who is trying to tag him/her.
2. Dodge "it" as they reach toward him/her.
3. Become "it" if tagged.
4. Chase other players when "it."
5. Try to tag another player when "it."
6. Tag a player only when "it" and then tag only one player.
7. Not tag the person who had just tagged her/her to make them "it."
8. Repeat Steps 1-7.

Teaching Hints: Players may need an object to distinguish who is really "it" such as a hat.
Cloth tag may be used to help teach the concept of tag. Watch so only "it" tags other players and so they tag only one person.

Tag - Simple

Objective: Given several students in a free area, the learner will chase the other players to tag them when "it", or will run and dodge from the other players to avoid being tagged by them when not "it."

Steps: The learner will:	Students' Names												
1. Run away from "it" who is trying to tag him/her.													
2. Dodge "it" as they reach toward him/her.													
3. Become "it" if tagged.													
4. Chase other players when "it."													
5. Try to tag another player when "it."													
6. Tag a player only when "it" and then tag only one player.													
7. Not tag the person who had just tagged her/him to make them "it."													
8. Repeat Steps 1-7.													

Tickle Bee

Table Game

Objective: Given a Tickle Bee Game, the learner will use the magnetic wand to move the bee along the path from start to finish with the least number of "stings." (12 Steps.)

Entering Skills Required: Fine motor control, eye/hand coordination

Materials: Tickle Bee Game with board, bee and wand

Procedure: One or more players will be seated around the game. After eight stings the player is "out". The player with the least number of stings is the winner.

Steps: The learner will:

1. Position the game in front of him/her.
2. Hold the wand in a pencil-like grasp with the dominant hand.
3. Use the wand to position the bee at "start."
4. Move the wand behind but not on the bee.
5. Continue to propel the bee along the path repeating No. 4.
6. Call out "sting" if the wand comes too close to the bee and causes it to pop up or touch the bee.
7. If stung, move the wand over the metal ball at the scoring area.
8. Pick up the metal ball with the wand.
9. Move the ball to the next number sting slot.
10. Drop the ball into that slot.
11. Return wand to a position behind the bee.
12. Repeat Steps 4-11 until the bee reaches the finish area or eight stings occur.

c.
1976 Schaper Mfg., Co.,

Tickle Bee

Objective: Given a Tickle Bee Game, the learner will use the magnetic wand to move the bee along the path from start to finish with the least number of "stings." (12 Steps.)

Steps: The learner will:	Students' Names											
1. Position the game in front of him/her.												
2. Hold the wand in a pencil-like grasp with the dominant hand.												
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9. Move the ball to the next number sting slot.												
10. Drop the ball into that slot.												
11. Return wand to a position behind the bee.												
12. Repeat Steps 4-11 until the bee reaches the finish area or eight stings occur.												

Tic Tac Toe Game

Table Game

Objective: Given a Tic Tac Toe figure (#) and pencil, the learner will choose either the X or O symbol to represent him/her during the game and place that symbol alternately with another player in one of the nine empty boxes of the figure to get three of the symbols in a row and win the game. (5 Steps.)

Entering Skills Required: Grasp pencil; reproduce X or O; understand concept three in a row.

Materials: Paper and two pencils.

Procedure: Two players seated at table with a paper between them that has the Tic Tac Toe designed on it. Players alternate, putting a symbol in one of the empty squares of the figure. Three like symbols in a row either up and down, across, or diagonally is a winner.
A draw is called if all the squares are filled and no one has three symbols in a row.

Steps: The learner will:

1. Hold the pencil in the dominant hand.
2. Choose either the symbol X or O to represent him/her.
3. Place that symbol in an empty square of the form.
4. Wait quietly while other person plays.
5. Repeat Steps 3 and 4 in turn until all boxes are filled.

Tic Tac Toe Game

Objective: Given a Tic Tac Toe figure (#), and pencil, the learner will choose either the X or O symbol to represent him/her during the game and place that symbol alternately with another player in one of the nine empty boxes of the figure to get three of the symbols in a row and win the game. (5 Steps)

	Students' Names												
Steps: The learner will:													
1. Hold the pencil in the dominant hand.													
2. Choose either the symbol X or O to represent him/her.													
3. Place that symbol in an empty square of the form.													
4. Wait quietly while other person plays.													
5. Repeat Steps 3 and 4 in turn until all boxes are filled.													

Tiddledy Winks

Table Game

Objective: Given a Tiddledy Winks Game, the learner will snap his/her winks into the "tub" in turn trying to be first to sink all four of his/her winks. (8 Steps.)

Entering Skills Required: Fine motor control.

Materials: Tiddledy Winks Game with winks and tub.

Procedure: Two to four players will sit around the "tub" with their felt green mat.placed equal distance from the tub.

Steps: The learner will:

1. Select a large tiddledy and 4 winks of the same color to represent him/her in the game.
2. Place one of the winks on the green pad.
3. Hold the large tiddledy between the thumb and forefinger in the dominant hand so half of it shows.
4. Place the edge of the tiddledy on the nearest edge of the wink.
5. Press the tiddledy down and slide it off the edge of the wink.
6. Pop the wink toward the tub.
7. Wait for next turn.
8. Repeat Steps 1-7 until players have snapped all their winks. Player with the most winks in the tub wins.

Teaching Hints: There are several varieties of play and scoring. (See instructions for alternatives.) A game of Jumbo Winks is easier to handle. Practice popping winks before game. Buttons are sometimes easier to snap and maybe used as a lead-up to winks.

c.
1974 Milton Bradley
Springfield, Mass.,

Tiddledy Winks

Objective: Given a Tiddledy Winks Game, the learner will snap his/her winks into the "tub" in turn trying to be first to sink all four of his/her winks. (8 Steps.)

Steps: The learner will:	Students' Names										
1. Select a large tiddledy and 4 small winks of the same color to represent him/her in the game.											
2. Place one of the winks on the green pad.											
3. Hold the large tiddledy between the thumb and forefinger in the dominant hand so half of it shows.											
4. Place the edge of the tiddledy on the nearest edge of the wink.											
5. Press the tiddledy down and slide it off the edge of the wink.											
6. Pop the wink toward the tub.											
7. Wait for next turn.											
8. Repeat Steps 1-7 until players have snapped all their winks. Player with the most winks in the tub wins.											

Tin Can Alley

Ball Activity

Objective: Given scored objects and a ball, the child will roll the ball from a designated distance to knock over the object and score points. (9 Steps.)

Entering Skills Required: Ball rolling, mobility, gross motor control.

Materials: Empty containers or pins with number values on them, a restraining line and a ball.

Procedure: The child stands behind a designated restraining line and rolls the ball toward the horizontal row of containers earning the value of the pins he/she hits. The pins do not have to fall over. Each turn consists of two tries.

Steps: The learner will:

1. Set the empty cans in a horizontal row.
2. Walk to the designated restraining line.
3. Stand or sit facing the pins.
4. Pick up the ball.
5. Look at the pins.
6. Roll the ball at the pins.
7. Repeat Steps 3-6.
8. Wait for next turn or set up pins for next player.
9. Total points to determine the winner.

Teaching Hints: The distance from the pins and size of the ball can be varied to match the ability of the child. The child may stand or sit. Place the number value of the pins in random order.

Tin Can Alley

Objective: Given scored objects and a ball, the child will roll the ball from a designated distance to knock over the object and score points. (9 Steps.)

Steps: The learner will:	Students' Names											
1. Set the empty cans in a horizontal row.												
2. Walk to the designated restraining line.												
3. Stand or sit facing the pins.												
4. Pick up the ball.												
5. Look at the pins.												
6. Roll the ball at the pins.												
7. Repeat Steps 3-6.												
8. Wait for next turn or set up pins for next player.												
9. Total points to determine the winner.												

Toss Across

Skill Activity

Objective: Given a Toss Across gameboard and bean bags, the learner will throw the bags to hit and turn up three identical symbols in a row either vertically, horizontally or diagonally. (7 Steps.)

Entering Skills Required: Eye/hand coordination, arm and hand control, underhand toss, judge distance.

Materials: Toss Across Game and Bean Bags

Procedure: Each player takes four bean bags and stands behind a line six feet away from and at opposite ends of the gameboard. The player must line up the symbols (red or blue) furthest from him/her. Either player may start by throwing one bean bag. Play is then alternated. If no winner has been named after all the bags are thrown, they are retrieved and play continues. For team play, two players on each team are at the same end of the game. Each player has two bean bags. Players alternate throws--Team I #1, Team II #1, Team I #2, Team II #2.

Steps: The learner will:

1. Stand six feet away, facing the front of the game.
2. Hold the bean bag in the dominant hand.
3. Toss the bean bag either overhand or underhand at the target.
4. Hit the target to turn up his/her symbol.
5. Wait quietly while other players play.
6. Repeat Step 3 trying to reverse his/her opponents symbols or:
7. Turn up three of his/her symbols in a row to win.

c.
1969 Ideal Toy Corp.,
Hollis, N.Y.,

Toss Across

Objective: Given a Toss Across gameboard and bean bags, the learner will throw the bags to hit and turn up three identical symbols in a row either vertically, horizontally or diagonally. (7 Steps.)

Students' Names

Steps: The learner will:													
1. Stand six feet away, facing the front of the game.													
2. Hold the bean bag in the dominant hand.													
3. Toss the the bean bag either overhand or underhand at the target.													
4. Hit the target to turn up his/her symbol.													
5. Wait quietly while other players play.													
6. Repeat Step 3 trying to reverse his/her opponents symbols or:													
7. Turn up three of his/her symbols in a row to win.													

Tossing Target Game

Skill Activity

Objective: Given a target and several objects to throw at it, (for example: rings or bean bags,) the learner will throw the objects, circling or hitting the target 50% of the time. (12 Steps.)

Entering Skills Required: Eye/hand coordination, arm and hand control, underhand toss, judge distance.

Materials: Bean bags, or ball and target or basket, Darnet Game, jarts, darts, Ring Toss, horseshoes.

Procedure: The child will stand behind the foul line facing the target and throw the objects toward it.

Steps: The learner will:

1. Stand facing the target with feet behind the foul line.
2. Step forward on non-dominant foot.
3. Grasp the object to be thrown in the dominant hand.
4. Bring the object to eye level and aim the target.
5. Swing the arm down and back of the body.
6. Focus eyes on target.
7. Swing the arm forward in an underhand motion or overhand depending on the object.
8. Release the object as the hand comes forward to eye level.
9. Repeat steps 2-7 until all objects have been thrown.
10. Wait quietly while other players take turns.
11. Follow extra rules of the game.
12. Repeat Steps 2-10 until the game is ended.

Teaching Hints: Vary the distance and objects used depending on age and ability. Poorly coordinated persons can sit and throw. Vary the game by keeping points or making it a relay. Lines of different colors can be placed as various distances from the target with the different lines used for different ages or for movement because of success at a closer line.

Tossing Target Game

Objective: Given a target and several objects to throw at it, (for example: rings or bean bags,) the learner will throw the objects, circling or hitting the target 50% of the time. (12 steps.)

Steps: The learner will:	Students' Names												
1. Stand facing the target with feet behind the foul line.													
2. Step forward on non-dominant foot.													
3. Grasp the object to be thrown in the dominant hand.													
4. Bring the object to eye level and aim the target.													
5. Swing the arm down and back of the body.													
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8. Release the object as the hand comes forward to eye level.													
9. Repeat Steps 2-7 until all objects have been thrown.													
10. Wait quietly while other players take turns.													
11. Follow extra rules of the game.													
12. Repeat Steps 2-10 until the game is ended.													

Trouble Game

Table Game

Objective: Given the Trouble Game, the learner will set the pieces in their correct place, push the "die popper" and move the players the number of moves indicated on the die to get the players safely home. (21 Steps.)

Entering Skills Required: Fine Motor coordination to move players, number recognition and counting to six.

Materials: A Trouble Game with board, colored men and a pop-up die.

Procedure: Two to four players will sit at a table with the Trouble Board between them.

Steps: The learner will:

1. Select a four-piece team of one color.
2. Place the four piecesin the circles of the proper color. (Home Base.)
3. Sit nearest that Home Base.
4. Place the palm of the dominant hand on the dice popper.
5. Push down on the popper until it clicks.
6. Remove the hand from the popper.
7. Look at the popper to determine if a #6 appeared.
8. If the number was not a six, allow the next player a turn, because a six is necessary to start a piece.
9. If the number was a six, move one piece from home base to the starting circle.
10. If the number was a six, repeat Steps 4-6 to pop again because the number six always allows for an extra turn.
11. Read the number popped.
12. Move the started Piece in the direction of the arrows by counting off the same number of spaces shown on the dice.
13. Wait quietly while the other players have atturn.
14. When it is his/her turn again, repeat Steps 4-13, moving the pieces around the board.
15. When the pieces have gone around the board enter them in the proper Finish Area.
16. Follow the rule of counting off each hole whether or not it's occupied.
17. Follow the rule that if the piece lands on a hole already occupied by a piece of a different color, the opponents piece will be returned to the opponents home base.
18. Follow the rule that if the piece is returned to a home base by a different colored player, it must be left home until his/her next turn.
19. Follow the rule that a six must be popped to start any piece in the Home Base.
20. Follow the rule that a player may move any of his/her. he. pieces on the playing board.
21. Follow the rule that the first player to occupy all four of the finish holes is the winner.

Gabriel Industries
Kahner Inc.,
Elmwood Park, N.J.

Teaching Hints: Use this game with higher functioning children. Have them sit directly in front of their home base or turn the board for each player. You may place a colored mark on the child's hand which is the same color as his/ her piece.

Trouble Game

Objective: Given the Trouble Game, the learner will set the pieces in their correct place, push the "die popper" and move the players the number of moves indicated on the die to get the players safely home. (21 Steps.)

Steps: The Learner will:	Students' Names											
1. Select a four-piece team of one color.												
2. Place the four-pieces in the circles of the proper color (Home Base.)												
3. Sit nearest that Home Base.												
4. Place the palm of the dominant hand on the dice popper.												
5. Push down on the popper until it clicks.												
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11. Read the number popped.												
12. Move the started Piece in the direction of the arrows by counting off the same number of spaces shown on the dice.												

(Continued)

Trouble Game (Continued)

Steps: The Learner will:	Students' Names												
13. Wait quietly while the other players have a turn.													
14. When it is his/her turn again, repeat Steps 4-13, moving the pieces around the board.													
15. When the pieces have gone around the board enter them in the proper Finish Area.													
16. Follow the rule of counting off each hole whether or not its occupied.													
17. Follow the rule that if the piece lands on a hole already occupied by a piece of a different color the opponents piece will be returned to the opponents home base.													
18. Follow the rule that if the piece is returned to a home base by a different colored player, it must be left home until his/her next turn.													
19. Follow the rule that a six must be popped to start any piece in the home base.													
20. Follow the rule that a player may move any of his/her pieces on the playing board.													
21. Follow the rule that the first player to occupy all four of the finish holes is the winner.													

Tumble Bug

Table Game

Objective: Given a Tumble Bug Game with track playing boards, bugs and betting chips, the learner will race the bugs down the track and bet on the color bug to be the winner. (7 Steps.)

Entering Skills Required: Fine motor control

Materials: A Tumble Bug Game with four Tumble Bugs, a race track, a playing board and marker chips.

Procedure: The playing board is laid out between the 2-4 players and the race track is put together. Five races make a game. Each player is allowed to line up and start one race. The players bet on one bug before each race. More than one player may bet on the same bug and win each race. A tied race results in a play-off race.

Steps: The learner will:

1. Select a colored chip to represent him/her in betting throughout the game.
2. Place that chip on the first row of the playing board on the color bug expected to win.
3. Place the four bugs in the starting gate.
4. Open the gate to start the bugs.
5. Look to see which bug crossed the finish line first.
6. Look at the playing board to determine who bet on the winning bug.
7. Repeat Steps 2-6 until five races of the game have been run.

c.
1976 Schaper Mfg. Co.,

Tumble Bug

Objective: Given a Tumble Bug Game with track playing boards, bugs and betting chips, the learner will race the bugs down the track and bet on the color bug to be the winner. (7 Steps.)

Steps: The learner will:	Students' Names												
1. Select a colored chip to represent him/her in betting throughout the game.													
2. Place that chip on the first row of the playing board on the color bug expected to win.													
3. Place the four bugs in the starting gate.													
4. Open the gate to start the bugs.													
5. Look to see which bug crossed the finish line first.													
6. Look at the playing board to determine who bet on the winning bug.													
7. Repeat Steps 2-6 until five races of the game have been run.													

Twister

Active Game

Objective: Given a Twister Game, the learner will move his/her body parts as indicated by the spinner to out-maneuver the opponents and cause them to fall first. (6 Steps.)

Entering Skills Required: Knowledge of body parts and some degree of balance.

Materials: Twister Game, and Spinner

Procedure: Spread the game sheet, color side up, out on the floor. Designate a person to be the "Spinner." Players take turns to spin and move.

Steps: The learner will:

1. Remove his/her shoes.
2. Place one foot on the nearest yellow circle.
3. Place the other foot on the nearest blue circle.
4. Look at the spinner and listen as the limb and color are called.
5. Place the appropriate hand or foot on a vacant circle of the color called. Move to another circle if the circle is already occupied.
6. Repeat Steps 4 and 5 in turn, until one player falls or allows his/her knee or elbow to touch the sheet.

©
Milton Bradley Co.,
Springfield, Mass.,

Twister

Objective: Given a Twister Game, the learner will move his/her body parts as indicated by the spinner to out-maneuver the opponents and cause them to fall first. (6 Steps.)

Steps: The Learner will:	Students' Names														
1. Remove his/her shoes.															
2. Place one foot on the nearest yellow circle.															
3. Place the other foot on the nearest blue circle.															
4. Look at the spinner and listen as the limb and color are called.															
5. Place the appropriate hand or foot on a vacant circle of the color called. Move to another circle if the circle is already occupied.															
6. Repeat Steps 4 and 5 in turn until one player falls or allows his/her knee or elbow to touch the sheet.															

The Uncle Wiggily Game

Table Game

Objective: Given an Uncle Wiggily Game, the learner will draw cards and move his/her player along the board as indicated by the cards to the game finish point, (or Dr. Possum's house.) (10 steps.)

Entering Skills Required: Recognize numbers and rote count to 20.

Materials: Uncle Wiggily gameboard, cards and players.

Procedure: Two to four players are seated around the open gameboard. The white cards are placed face-down in one pile and the yellow cards face-down in another pile. Yellow cards are only drawn when the white cards direct it. The winner must draw a card with the exact number of hops needed to reach square 151.

Steps: The learner will:

1. Choose a colored figure to represent him/her during the game.
2. Place the figure at the start by Uncle Wiggily's Bungalow.
3. Draw one white card.
4. Read it or have it read to him/her.
5. Move his/her figure the number of spaces indicated on the card.
6. Draw a yellow card if that is indicated on the white card.
7. Repeat steps 4 and 5 with the yellow card.
8. Follow the directions on the board if he/she lands on a special space.
9. Wait quietly while other players have their turn.
10. Repeat steps 3-9 until someone reaches Dr. Possum's office and wins the game.

Teaching Hints: It may help to draw arrows on the gameboard indicating direction or play. Teacher may need to help players move the correct numbers of spaces.

c.
1976 Parker Brothers
Div. General Mills
Fun Group Inc.,
Salem, Mass., 01970

The Uncle Wiggily Game

Objective: Given an Uncle Wiggily Game, the learner will draw cards and move his/her player along the board as indicated by the cards to the game finish point, (or Dr. Possum's house.) (10 Steps.)

Students' Names

The learner will:												
1. Choose a colored figure to represent him/her during the game.												
2. Place the figure at the start by Uncle Wiggily's Bungalow.												
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9. Wait quietly while other players have their turn.												
10. Repeat Steps 3-9 until someone reaches Dr. Possum's office and wins the game.												

Up Against Time

Table Game

Objective: Given an "Up Against Time Game", the learner will set the ball timer, stack the matching barrels and stop the gate before the timer runs out, trying to win the game by stacking the greatest number of barrels. (14 Steps.)

Entering Skills Required: Fine motor control, ability to match shapes.

Materials: Up Against Time Game with base, barrels and steel ball.

Procedure: The game consists of 3 rounds of 1 turn for each player. Only one hand may be used to stack the barrels and the player may not support or hold onto the barrels in the stack. The gate may be dropped to stop the ball anytime before it rolls to the bottom of the tower, but no additional barrels may be stacked after the gate is dropped. The special barrel that was not used as the first barrel in the stack must be used as one of the last 5 barrels in the stack, in order that all the barrels may be used. A turn ends when the player drops the gate or when the ball crashes into the barrels. One point is scored for each barrel that remains stacked after the gate is dropped; no points if the ball knocks over the stack. The player with the highest total score after 3 turns is the winner.

Steps: The learner will:

1. Mix up the ten barrels and place them near the game base.
2. Raise the gate to the "up" position.
3. Place a "special barrel" on the base raised shape down.
4. Set the other special barrel off to the side.
5. Pick up the steel ball.
6. Drop the ball into the starting slot on the upper left hand corner of the tower to start the timer.
7. Look at the indented design on the top of the barrel in the base.
8. Pick up a barrel, using only one hand, with a raised design matching that design.
9. Stack this barrel into the base barrel.
10. Repeat Steps 7-9.
11. Shut the gate to stop the timer ball before it knocks over the stack of barrels.
12. Count the number of barrels remaining stacked.
13. Wait for next turn.
14. Repeat Steps 1-13 for two additional turns.

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Hollis, N.Y., 11423

Up Against Time

Objective: Given an "Up Against Time Game", the learner will set the ball timer, stack the matching barrels and stop the gate before the timer runs out, trying to win the game by stacking the greatest number of barrels. (14 Steps.)

Steps: The learner will:	Students' Names														
1. Mix up the ten barrels and place them near the game base.															
2. Raise the gate to the "up" position.															
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13. Wait for next turn.															
14. Repeat Steps 1-13 for two additional turns.															

Volleyball (Underhand Serve)

Skill Activity

Objective: Given a volleyball court with net and a ball, the learner will successfully serve the ball into the opponent's court. (8 Steps.)

Entering Skills Required: Eye-hand coordination, underarm swing, arm strength.

Materials: Volleyball court, net and ball.

Procedure: The child holds the ball and stands behind the designated service line.

Steps: The learner will:

1. Face the net.
2. Stand in a forward stride (foot opposite, hitting arm forward.)
3. Hold the ball in the non-dominant hand, in front of, and to the hitting arm side of the body.
4. Keeping the arm straight, swing it backwards as a pendulum.
5. Swing the hitting arm forward.
6. Keep eyes on the back of the ball.
7. Hit the back of the ball with the heel of the hitting hand.
8. Follow through towards the net by continuing the pendulum arm motion.

Volleyball (Underhand Serve)

Objective: Given a volleyball court with net and a ball, the learner will successfully serve the ball into the opponent's court. (8 Steps.)

Steps: The learner will:	Students' Names													
1. Face the net.														
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8. Follow through towards the net by continuing the pendulum arm motion.														

"Integrating Trainable Mentally Retarded Children Through Community Education."

Volleyball (Volleying)

Skill Activity

Objective: Given a volleyball and net, the learner will successfully hit the ball over the net using only his/her hands. (9 Steps.)

Entering Skills Required: Mobility, and Eye, Hand coordination.

Materials: Volleyball, Court, Net and Ball.

Procedure: Two teams or players will stand on opposite sides of the net.

Steps: The learner will:

1. Stand facing the net in a crouched position. (the lower the ball the lower the crouch.)
2. Place the back of the hands on the forehead.
3. Spread the fingers.
4. Keep the eyes on the ball.
5. Hit the ball with the fingers. (Not the palms.)
6. Straighten the arms and legs forcefully as the ball is contacted.
7. Follow through upward with the arms hitting the ball over the net.
8. Watch and wait for the ball to come back over the net.
9. Repeat Steps 1-8.

Volleyball (Volleying)

Objective: Given a volleyball and net, the learner will successfully hit the ball over the net using only his/her hands. (9 Steps.)

Steps: The Learner will:	Students' Names													
1. Stand facing the net in a crouched position. (the lower the ball the lower the crouch.)														
2. Place the back of the hands on the forehead.														
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5. Hit the ball with the fingers. (Not the palms.)														
6. Straighten the arms and legs forcefully as the ball is contacted.														
7. Follow through upward with the arms hitting the ball over the net.														
8. Watch and wait for the ball to come back over the net.														
9. Repeat Steps 1-8.														

What's My Number Solitare

Table Game

Objective: Given a "What's My Number Solitare Game", the learner will play the game covering the empty spaces with the proper cards, until he/she can no longer play, or wins the game. (9 Steps.)

Entering Skills Required: Fine Motor control, matching skills.

Materials: "What's My Number Solitare Game" and cards.

Procedure: The player sits before the gameboard with the cards. He/she matches the cards until they can no longer play, or wins by filling all the spaces with the correct cards.

Steps: The learner will:

1. Remove the one o'clock card, the one cent card, and the number one card from the deck.
2. Place these cards in the proper spaces on the gameboard.
3. Shuffle the rest of the deck.
4. Deal the cards face-up on each space in order, (including the top three free spaces,) until all spaces are filled.
5. Pick up the three "free cards" from wherever they are on the gameboard.
6. Put these free cards aside.
7. Find the proper card to match these vacant spots.
8. Place the card on the spot.
9. Continue moving cards and covering the vacant spots until stopped by the play.

Ed-u-cards Corp.
60 Austin Blvd.
Commack, N.Y. 11725

What's My Number Solitare

Objective: Given a "What's My Number Solitare Game" the learner will play the game covering the empty spaces with the proper cards until he/she can no longer play, or wins the game. (9 Steps.)

Steps: The learner will:	Students' Names													
1. Remove the one o'clock card, the one cent card, and the number one card from the deck.														
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"Integrating Trainable Mentally Retarded Children Through Community Education."

Winnie the Pooh Game

Table Game

Objective: Given a Winnie the Pooh Game, the learner will place his/her player at the starting point, pull a colored disc from the "grab bag" and move the player sequentially to a position which corresponds in color to the color drawn from the bag to reach the finish point and win the game. (8 Steps.)

Entering Skills Required: Match colors, fine motor control.

Materials: Winnie the Pooh Game - 2 to 4 players.

Procedure: Children are seated with the gameboard between them and the colored discs in the bag. The winner is the player who lands on either the red or blue square at the end of the game.

Steps: The learner will:

1. Choose a Pooh figure to represent him/her in the game.
2. Put the Pooh figure on the beginning space of the gameboard.
3. Reach into the grab bag without looking.
4. Pull one disc out of the bag.
5. Match this colored disc to the closest like colored square on the gameboard.
6. Move the marker to that square.
7. Wait quietly while other players have their turn.
8. Repeat Steps 3-7 until one player reaches the finish and wins the game.

Teaching Hints: Stress the correct direction to move the colored pieces. It might help to draw arrows on the board to indicate direction of travel, or to keep turning the board so it always faces the player. Stress stopping the marker on the first square of the color drawn. It may help to use the disc as a guide and move it to the first square of the matched color. Leave the disc there and move the marker up to it before returning the disc to the bag.

c.
Walt Disney Productions
Parker Bros. Inc.,
Salem, Mass.,

Winnie the Pooh Game

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Steps: The learner will:	Students' Names												
1. Choose a Pooh figure to represent him/her in the game.													
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